Appearances

1 First impressions

It is only shallow people who do not judge by appearances. The true mystery of the world is the visible, not the invisible.
Oscar Wilde

Fact: People form 90% of their opinion of someone in the first 90 seconds.

What conclusions can you draw from the following information?

a A man who wears an earring in one ear.

b A woman with an earring in her nose.

c A man with a beard or moustache.

d A woman who wears heavy make-up.

e A 60-year-old man with long hair.

f Someone who wears lots of jewellery.

g Someone who's always laughing.

h Someone who bites their nails.

i Someone who has tattoos.

j Someone with red hair.

2 Beauty and the beast

'Beauty is in the eye of the beholder.'

1 Do you think this proverb is true or are there certain norms of beauty?

2 Are we born with an innate sense of beauty or do we acquire it?

3 Is physical attractiveness easier to identify and more important in women or men?

4 Do most people overestimate or underestimate their own beauty?

5 What influence does someone's physical appearance have on their personality? And vice versa?

6 Is beauty only a physical quality?

Aristotle said that beauty was a greater recommendation than any letter of introduction. Which of the following do you agree with?

If you're good-looking you're more likely to:

7 have a pleasant personality and have more friends.

8 study humanistic/artistic subjects.

9 be treated more leniently if you're in the wrong.

10 get a job with higher status.

11 find a partner and get married.

12 be generally happier.

Interesting facts

- University professors often give good-looking girls better marks in exams; male students tend to overestimate the intellectual qualities of pretty female students.
- In court cases attractive people get lighter sentences, unless they made conscious use of their beauty to get their own ends, in which case they might be more severely punished.
- Attractive people are seen by others as having a better personality, higher status, more likelihood of getting married, and being happier.
- Beautiful girls rarely become scientists; they tend to choose subjects such as languages, law and medicine.
- Women who have beautiful bodies often have less self-confidence – they worry too much about keeping their body perfect.
- Short men are less likely to get jobs than tall men and they receive lower starting salaries. In US presidential elections, the taller candidate nearly always wins. There may even be a connection between height and intelligence, as it seems that the same genes are involved in both aspects.

Appearances

3 Make-up

- Students answer the questions in groups and then decide whether make-up actually improves the way we look. To help them decide, find some 'before and after' make-up magazine photos and see if students agree on the value of the transformation.

ⓘ In a psychological study in the US, male and female subjects were given pictures of women with and without make-up. Both the males and females judged the women to look more physically attractive with make-up on. Men believe that women who wear make-up are more interested in the opposite sex than those who don't; though for most women make-up has simply become a social convention with no sexual connotations.

Listening

- Students hear some facts about the history of make-up. Their task is to put the pieces of history in chronological order, matching them to the illustrations. You may need to pre-teach some of the vocabulary.

4a 5b 3c 1d 2e

1 Make-up was then used to hide the ravages caused by smallpox, and men took to covering their faces with rouge and their heads with masses of false hair. After the French Revolution, a natural look became fashionable and under Queen Victoria, women who used rouge were considered immoral.

2 This century has of course seen an unprecedented rise in all forms of cosmetics, including surgery to remove various blemishes and scars, or purely for vanity. It's interesting that the use of make-up has to some extent turned full circle; young people today often use make-up for some kind of magical effect, and tattoos too are very popular.

3 It seems strange to us now but women in the Middle Ages, well at least in Europe, actually tried to make their skin look even whiter. They did this with flour powder, but anyway they can't have been very dark in the first place; what with their poor diet and the gloomy castle surroundings, they must have ended up looking like an oval, white egg. Later on French women began to paint their faces white, and their lips and cheeks red.

4 Originally in the very primitive tribes only men painted themselves. They lived in terror of evil demons which might harm them when they went out to hunt. They painted grotesque designs on their faces as a disguise, so that the evil demons wouldn't recognise them. Women, who stayed inside the protection of the village, needed no paint of course.

5 Cleopatra was supposed to have painted her brows and lashes black, top lids deep blue and lower lids bright green; she must have looked quite something. It seems incredible but many cosmetics sold today to restore youthful beauty originated from the Egyptian habit of mummifying the dead.

4 Keeping up appearances

- In a multilingual class brainstorm what is acceptable in the students' native countries. As a quick follow-up students write if they would do more of these things in other public places – e.g. parks, cinemas, beaches?

Listening

- Students hear someone saying which of the things she would and wouldn't do. The students' task is simply to write yes or no against the appropriate item, and if possible her reasons.

9 *no* **5** *no* **4** *no* **2** *sometimes* **7** *yes* **8** *no*

I wouldn't spit. I think that's really horrible when people spit on the streets. I wouldn't take my clothes off because you'd probably get arrested. I wouldn't sing because I've got an awful voice. No, I definitely wouldn't sing at the top of my voice. I'd like to say that I wouldn't look at myself in the shop window but I sometimes catch myself just giving a quick glance. I'd wear my pyjamas on the street, I used to do that a lot when I was a student. I wouldn't kiss my partner; I don't like it when people get too affectionate in public places.

Extra

- If you are studying a set text for an examination (e.g. the writing paper in the Cambridge First Certificate in English), students could imagine that the book is being made into a film. Show students pictures of various actresses and actors, and they have to decide who they would choose for the various roles. If there already is a film version, try and find photos of the actors/actresses and mix them with other ones; students can then see if their casting coincides with the real one. Alternatively, students choose from their own classmates, or teachers!

Appearances

3 Make-up

1 Why do people wear make-up? How do you feel with and without make-up on?

2 How much time do you spend on making yourself up, or on your appearance in general?

3 Do you think you look better with a sun tan? What are the dangers?

4 Why don't men usually wear make-up? If it were socially acceptable would more men wear it?

5 Do you wear perfume or after-shave? Why?

a

b

c

d

e

4 Keeping up appearances

What wouldn't/shouldn't you do in a street?

1 Shout to someone on the other side of the street.

2 Look at yourself in a shop window.

3 Shout at or argue with your partner.

4 Sing at the top of your voice.

5 Take all your clothes off.

6 Eat while walking along.

7 Wear your pyjamas.

8 Kiss your partner.

9 Spit.

10 Cry.

Beliefs

Warm-ups

- Students write down three or four ideas that they associate with the word 'belief', and then a few things that they believe in. In small groups they compare their interpretations of 'belief' and discuss their own beliefs.
- Did students write things like God, ghosts, the evil eye etc., or ideas like democracy, peace? What exactly does believing in something mean? What things did they believe in when they were a child that they don't now, and vice versa? How much have their fundamental beliefs changed in the last 5/10/15 years?

Follow-up

- In groups students invent a strange set of beliefs and rules for a new cult (with a suitable name) that they have supposedly founded. Students then mingle with other groups and try to convince them of their 'beliefs'. Examples: children should not be educated; belief in a sun god and human sacrifice; women should be able to have several husbands; men cannot wear trousers; no laughing; no talking to people older than you unless they speak to you first; men can only walk north-south-north, and women east-west-east.

Writing

- We all need something to believe in. Discuss.

1 isms

- Ask students first to discuss which of the isms express some kind of belief. Then they divide up the isms into three categories of their choice (e.g. beliefs, manias, oddballs, behaviours, social systems). The fact that it is difficult to reduce the categories to three, especially with outsiders such as 'tourism' and 'vandalism' should be a source of discussion in itself. You may find students going off at a tangent and just limiting their discussion to one or two of the isms. Believe it or not there are more than 1250 isms so you may want to write your own list. Here are some more to choose from: ageism, baptism, chauvinism, consumerism, criticism, cynicism, dynamism, escapism, euphemism, heightism, humanism, journalism, mannerism, mechanism, nudism, pessimism, realism, socialism.
- Alternatively, brainstorm students on words that end in -ist. Write these on board. Students then do as above. Finally, they discuss whether they themselves are capitalist, sexist, etc.

Writing

- Students write two sets of definitions for three of the isms. One set should be definitions for children, the second for adults. The definitions should not mention the ism by name. Next lesson, in groups, students read out their definitions; the other members have to guess which ism is being referred to and whether the definition was meant for a child or adult.

2 Superstitions

- Before they look at the questions, ask students (in groups) to invent a 'How superstitious are you?' quiz of around 5 or 6 questions. Change the groupings and get each student to ask the members of his/her new group some of the questions. With less imaginative groups, get students to invent the quiz as a follow-up exercise.
- In the same groups students then try and answer questions **1–5**. Finally, they should try and match the questions with the answers.

1 *d* 2 *a* 3 *b* 4 *e* 5 *c*

ⓘ Many of our superstitions probably have their origin in the religious rites and ceremonies of early human settlements. Primitive people needed to make some sense of all the adversities they were subject to – hurricanes, droughts, floods, etc. They believed that there was a connection between such events and some supernatural being or beings. To keep these 'gods' happy they invented a series of rites, which evolved through the various civilisations. In modern times, when salt is actually considered dangerous for health we perhaps forget just how important it was for our ancestors. The word 'salary' comes from the Latin 'salarium' from the word 'sal' meaning salt. The Roman soldiers and civil servants were in fact paid in salt rations and other necessities. The fifth century Goth administrator Cassiodorus said: 'It may be that some seek not gold, but there lives not a man that does not need salt'. In Leonardo da Vinci's picture of the Last Supper, you can see that Judas has accidentally knocked over the salt cellar.

In Roman mythology men had a kind of guardian angel, known as a genius, that looked after their fortunes and determined their character. The genius only existed for men, women had their Juno. Another belief was that everyone had two genii (good and evil), and bad luck was caused by the evil genius.

Follow-up

- Students try and identify from the illustrations which items represent good luck and which bad luck. They should then discuss what brings good and bad luck in their countries.

Beliefs

1 isms

altruism
atheism
cannabalism
capitalism
communism
exorcism
fanaticism
fascism
fatalism
feminism
hedonism
hypnotism
imperialism
materialism
nationalism
optimism
pacifism
racism
sexism
snobbism
terrorism
tourism
vandalism

2 Superstitions

1 Why do some people throw spilt salt over their shoulders?

2 What is the origin of the phrase 'touch wood'?

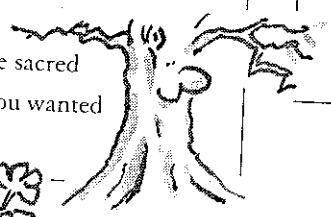
3 Where does the practice of a 'housewarming' gift come from?

4 Why are black cats supposed to bring bad luck?

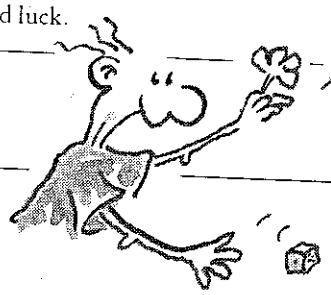
5 Why are horseshoes meant to bring good luck?

a

In Greek mythology, when human beings needed assistance they called on their gods, who would then turn them into trees so that they would be protected from their enemies. In Britain certain trees (particularly the oak, hawthorn and willow) were supposed to have sacred powers and these were touched if you wanted to avert bad luck.



b



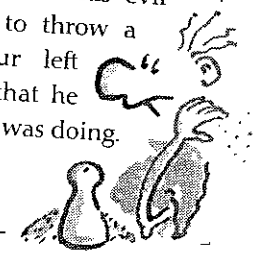
This originates from a time when a human sacrifice was made if a new building was being constructed. The victim was buried in the foundations of the building and left to die. Later generations used animals rather than humans, and later still objects were buried rather than animals. In modern times we now bring presents, to keep happy both the owners and the genius who presided over that particular plot of land.

c

THOR, THE NORSE GOD OF THUNDER, was very fond of iron, and this practice grew in the hope that it would stop him getting angry. Iron was also supposed to have power to keep witches away; in the 17th century nearly all houses had a horseshoe nailed over the threshold.

d

Salt has always been an essential item, in fact many expressions from languages all over the world contain references to salt – the salt of the earth, he's not worth his salt; the Russian term for hospitality is 'khleb-sol' (literally 'bread-salt'), and for the Arabs, eating a man's salt creates a sacred bond. Salt was needed for preserving food so to spill it was a terrible waste and an unlucky omen. This led to the idea that the devil must be standing behind your chair when you spilled the salt. To avert his evil influence the best thing was to throw a pinch of the salt over your left shoulder and into his eye so that he wouldn't be able to see what he was doing.



e

Black cats have always been associated with witches, they are also difficult to see and are thus associated with evil.

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3 Folklore

- Before reading the passage, in groups students discuss examples of folklore from their own country.
- Students then read the passage. As a whole class get them to imagine how the article might have continued (i.e. an account of cola's powers).

Listening

- Students hear about some of the powers associated with cola. Their task is to tick any of the illustrations which are mentioned in the dialogue.

All of the illustrations are mentioned, in this order: c, e, d, a, f, b

Al Ah.

Su You know if you keep on drinking that stuff you're gonna burn your stomach, it'll give you spots too.

Al Oh don't be ridiculous! I've been drinking cola for years and it's never done me any harm.

Su Well, I had a friend at school and she drank so much it made her throat transparent and split her tongue in two.

Al Yeah right. And I use it to remove the oil from my car.

Su No seriously. Look, you try putting this coin in your glass (yeah), leave it there overnight, and I bet next morning it'll look like new.

Al Ooh! I suppose you use it to remove your nail varnish.

Su How did you guess? (No) I do, really. It's also brilliant for removing stains out of clothes; you can even clean your jewellery too.

Al I remember when I was at college we used to mix it with aspirin, it was supposed to be an aphrodisiac.

Su Did it work?

Al Well, I never had much luck, no.

Su Yeah, well I wouldn't blame that on the cola.

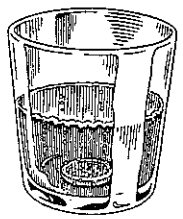
4 Talk to the animals

- Students read the text and then discuss the consequences of the assumptions not being true, e.g. if animals *could* talk what would happen?

3 Folklore

We are often amazed at the incredible things our ancestors believed in, but we rarely stop to think about the things we ourselves now believe in. Stories of *pet baby alligators* being thrown down toilets in New York homes and then reappearing in other people's bathrooms were repeated throughout Europe from the 1960s to the 1990s, with rats taking the place of alligators. Thousands of people swore that they had friends who had been bitten while sitting on the toilet; but these were all merely variations of the same story.

But probably the most universal of folklore beliefs are those associated with the miraculous powers of cola. These may have been inspired by the secrecy surrounding cola's magic formula. ■

a 

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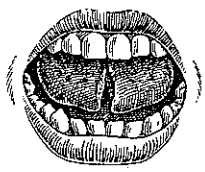
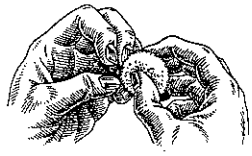
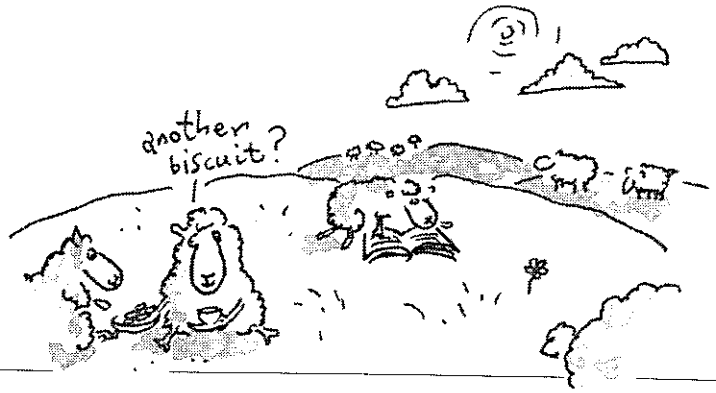
c

d 

e

f 



4 Talk to the animals

It is not just religion and superstition that is concerned with beliefs. Much of science, for example, is based on a series of beliefs or hypotheses. People used to believe that the earth was flat and the sun revolved around it. They thought madness was a sign of demonic possession and that leeches could be applied to the skin to cure illnesses. But it is not only our ancestors who had some strange ideas. For example, in the 1980s a group of scientists 'discovered' that water has memory.

Here is a list of things that most people believe in. How would it affect our lives if in the future these things were proved to be false?

1 Animals cannot talk.

2 All races are equal.

3 We cannot be in more than one place at the same time.

4 We cannot control the weather.

5 Smoking causes cancer but meat doesn't.

6 There is human life only on the earth.

7 We can only fly with artificial means.

8 We keep the same body and mind for all our lives.

9 We have little control over our dreams and they very rarely come true.

10 Death comes to everyone.

Colour

Warm-ups

- Brainstorm students on the problems of being colour blind. What subjects at school require being able to distinguish colours? What jobs?
- Then get them to imagine how life would be if everything were in black and white. What are the advantages of black and white TV and photos over colour? What do students feel about the colour and layout of their textbooks?

1 What is your favourite colour?

- Students follow the instructions on their page. You may need to pre-teach some vocabulary before students read the texts. When they have finished, tell them the solution. Students then discuss whether there is any truth in the personality descriptions.

1 *black* **2** *blue* **3** *brown* **4** *green* **5** *grey* **6** *orange* **7** *pink* **8** *red* **9** *white* **10** *yellow*

2 Colour chart

- Students fill in the chart and then compare their ideas.
- Discuss colour and fashion, why men and women wear different colours, which colours seem more expensive than others, how the colour of packaging influences our choice of products, etc.

The colours we wear have a great influence on our psycho-physical state. A colour is something that can influence our mood, or well-being, and the way we are. This is because colours are partly responsible for the amount of light which gets to our skin and the stimulation our skin derives from it. Food dyes are artificial colours used by food manufacturers to help increase sales of their products. Consumers tend to associate a bright colour with freshness, wholesomeness and tastiness. Laboratory experiments have shown that if a range of drinks is presented with identical flavours, most consumers will report that the more darkly coloured the drinks are, the stronger they appear to taste. Moreover, banana-flavoured drinks dyed red will be reported as having a strawberry flavour. The colour of packaging has significant effects on sales. In 1996 Pepsi began a multi-million dollar campaign and changed its brand colour to blue. One mobile phone group renamed itself Orange.

Listening

- Students listen to a phone-in programme about colour in various aspects of our lives.

Questions: **1** What effect do blue clothes have on the wearer? **2** What colour clothes is caller one wearing? **3** What is caller two worried about? **4** What is the expert's advice for caller two? **5** Why should yellow be avoided in shops? **6** Where might yellow be a good colour and why? **7** How does pink make people feel? **8** Why is red not a good colour for car rear lights? **9** What would be the best colour for fire engines?

1 *calming effect + makes brain more alert* **2** *red* **3** *food dyes and additives* **4** *avoid artificial dyes* **5** *encourages stealing* **6** *restaurants – speeds up eating* **7** *lethargic* **8** *gives impression of being further away than it really is* **9** *yellow*

P = presenter R = Rosie C = caller

P Tonight on Kaleidoscope we're very happy to have Rosie Brown back with us in the studio. You're going to be talking to us about how to put a little colour in our lives.

R Yes, Derek, and you look as if you could do with some, you're rather pale aren't you?

P Well I'm cooped up in the studio all day – anyway let's hear the first caller's question.

C1 Er, yes yes, I would like to know if the colour of your clothes has any effect on the way you feel.

P Well, Rosie's wearing blue tonight, any reason for that Rosie?

R Actually Derek there is. Blue helps you calm down in nervous situations, like erm radio interviews, and also makes your brain more alert. Can I just ask what colour the caller is wearing?

C1 Yes, I wear a lot of red, which is actually what I'm wearing now.

R Red's a good colour if you want to help your blood circulate, it also stimulates physical activity but is not much use if you need to focus your concentration on something particular.

P OK. Let's move on to caller two. Can we have your question please?

C2 Em, I've got two young children and I'm getting rather worried about all those dyes and additives in their food.

R There's quite a lot of controversy around food dyes. Some doctors I know say they can be the cause of all kinds of things – hyperactivity, asthma, headaches, even eczema. My advice would be to avoid them, at least the artificial ones. But of course there are natural food dyes, and if you're a cook, you may know that the Mexicans used to dye some of their foods with tints obtained from the dried bodies of insects.

P Oh yuck! Sounds revolting. Anyway we've got another caller on line four.

C3 I'm going to be opening a clothes shop quite soon and I wondered if Rosie could recommend any colours.

R Well, I'm not sure I could recommend any particular colour, I think that's such a personal thing, but what I can do is to tell you what to avoid and that's yellow.

P Yellow?

R Yes, studies have shown that yellow actually makes people want to steal things.

P Is that so?

(Tapescript continued on p. 18)

Colour

1 What is your favourite colour?

Your favourite colour can tell you a lot about your *personality*

If it is either brown, black, or blue, read 1–3, orange, green or grey, read 4–6, red, white, pink, or yellow, read 7–10. Decide which description best fits you.

1 Want to give impression of mystery; sophisticated, dignified and impressive; always wearing this colour indicates protest.
2 Deliberation, introspection, conservatism, duty; like to be part of a group; good mixer, affectionate and faithful; loyal friends; sometimes inflexible beliefs, worrier.
3 Solid, substantial, good worker; patient, conscientious, dutiful, dependable, responsible; not impulsive, obstinate in habits; don't like change.
4 Frank, community-minded, hopeful, a little moralistic; too self-effacing, modest and patient thus easily exploited; too much of this colour indicates high level of anxiety.
5 Cautious, searches for composure and peace, dedicated; may turn away from worldly things but have business ability, works too hard; compromises.
6 Colour of luxury and pleasure; flamboyant and fun-loving; inclined to dramatize; generally good-natured and popular; curious, maybe superficial.
7 Love and affection without passion; charming and gentle; a little indefinite; extreme fondness of this colour indicates desire for protection, special treatment and a sheltered life.
8 For those who are or want to be out-going; vigorous and impulsive, determined, optimistic; not very objective or aware of shortcomings.
9 Pure, innocent, naive but lively and well-balanced personality; worn continuously suggests immaturity and idealism.
10 Happy, wise, imaginative, mentally adventurous; good in business, intellectual, clear thinker; can be rather stubborn and opinionated. ◆

2 Colour chart

category		best colour	worst colour
car	family-type		
	luxury (e.g. Rolls Royce)		
eyes			
shoes			
coat			
house	exterior		
	bedroom		
ice-cream			
toothpaste			

3 Gentlemen prefer blondes

- Students read the text and answer the questions in groups.

Listening

- Students hear about hair colour habits in the USA and answer these questions.

Questions: True or False? **1** There is a higher percentage of blonde women pictured in magazines than there is in real life. **2** About 25% of the white population in the US is blonde. **3** Many US college students would like to be blonde. **4** Most US men prefer their women blonde. **5** Only 13% of US men prefer red-heads.

1*T* **2***T* **3***T* **4***F (brunettes)* **5***F (14%)*

Su Wow! I like the hair Jo. Blonde, is that your new look?

Jo Yeah, I fancied a change, and do you know what, I feel really attractive too.

Su Em, you've been reading too many fashion magazines.

Jo What do you mean?

Su Well, I've been reading this report that says that there are far more blonde women pictured in certain magazines than there are blonde women in actual life.

Jo You mean a disproportionate number?

Su Yeah, apparently about a quarter of the white population in America are real blondes, but in some men's magazines, for example, and not just men's, well over a third of the women featured are blonde.

Jo Well, they do say that gentlemen prefer blondes.

Su You're so frivolous sometimes, aren't you Jo? Don't you see that this has important implications?

Jo Like what?

Su It means that women like you are conditioned into dyeing their hair blonde, because they think it makes them more attractive. They did some survey of white college students and discovered that although only around a fifth were actually natural blondes, thirty nine per cent wished that they were.

Jo I think you take these things too seriously.

Su Well, be that as it may, the funny thing is that although nearly all these girls thought that men preferred blondes, actually only a third do, over a half preferred brunettes.

Jo And what about the poor redheads like you?

Su A measly fourteen per cent.

Jo Ah, now I understand why you've got it in for my blonde hair.

4 Skin deep?

- Students read the text which is an extract from an interview with a white woman, Sue, who married a black man, and had children, by him. She recounts how white people abuse her when she takes her daughter, Esme, out for walks, and how even her mother, Jenny, has rejected her. It is important for them to understand exactly how Sue and her mother feel (i.e. almost ashamed to have a black [grand]child); so get some feedback from students on this. Students then discuss the questions.
- Put students in pairs – S1 plays the part of Sue, and S2 Jenny her mother. They should act out a dialogue in which Sue confronts her mother with her (the mother's) racial prejudices. The mother should try and give some justification for the way she feels and Sue should explain how wrong these explanations are.
- Alternatively, S1 plays the part of Sue, and S2 Esme her child. S1 has to explain why white people are prejudiced against blacks and the difficulties Esme is likely to have in her life. S2 should try and ask typical child-like questions (i.e. a lot of whys).
- Finally, choose two students to act out their dialogue, and then use this as a basis for a discussion on racism, or alternatively proceed to **Xenophobia** which discusses this subject in more depth.

Tapescript continued from p. 16. **2 Colour chart**

R But yellow's fine if you've got a restaurant, because it encourages people to eat up fast and go. Colour's a funny thing. There was a period when American football clubs used to paint their guest changing room pink, as this was supposed to make the opposition become super-relaxed and so rather lethargic on the field.

P Interesting. Right. We've got time for one more question.

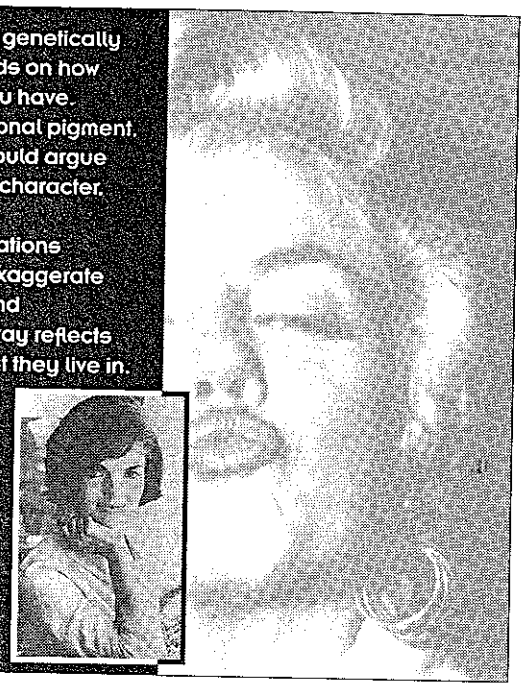
C4 Why is that at the traffic lights I can always see the green better than the red?

R This is an interesting question which brings up a whole host of issues connected with safety. Red has always been associated with danger and thus probably seemed a good choice as a stop at traffic lights and the same reasoning was presumably applied to the rear lights of cars. But scientists have proved that a much more effective colour would be green for the rear lights, especially as red gives the driver behind the impression of being much further away than they really are. Fire engines too would be much better off if they were painted yellow rather than red. But to go back to the caller's question and without wanting to go too far into the technicalities ...

3 Gentlemen prefer blondes

The colour of your skin and hair is genetically determined, and basically depends on how much pigment, mainly melanin, you have. Red-haired people have an additional pigment, and some non-scientific people would argue that this pigment also affects their character, making them irate and aggressive.

People tend to make associations based on hair colour. The media exaggerate this by focusing on certain stars and personalities whose hair in some way reflects the colour of the age or society that they live in. Marilyn Monroe, for example, was responsible for the myth that gentlemen prefer blondes, though Jackie Kennedy gave brunettes a short lived supremacy. The media may also be responsible for making young blacks and Japanese, for example, want to change the colour of their hair.



1 What associations with hair colour are made in your country? Are some colours considered to be better than others?

2 Would you ever consider dyeing the colour of your hair? Why do women tend to dye their hair much more than men? Are women influenced more than men by the media?

3 Should races with particular hair characteristics try and change them (e.g. Afro-Americans straightening their hair, Japanese dyeing their hair), or are they denying or undermining their culture? And white people with dreadlocks?

4 Skin deep?

These are my children. How can people see only their race? My mother won't go to the shops with the children. She has asked them to call her Jenny. I know why: it's because she doesn't want them calling her Granny in public.

It is terrible to say this, because I am talking about my own children and I love them, but because I am white, if I'm on my own, I can walk anywhere, I feel free, nobody bothers. But when I have my children with me, I am a prisoner to how people feel about me and the children. I can feel their looks and the prejudices, even when my children can't. And you do want to belong. The first day I went to the nursery, all the white mums started getting together and being pals. Then one of them started being really rude about Blacks – 'Pakis' – and I just froze. For a second I felt just like my mother and hoped that my daughter wouldn't rush up to me at that point.

1 Do you judge people on the colour of their skin? Consciously or unconsciously?

2 Can you sympathise with the speaker? And with her mother?

3 What difficulties do you think there are in being of mixed race (i.e. with parents from different races)?

4 Would you be friends with, have a relationship with, or marry someone from another race?

5 Is there racial discrimination in your country?

BLACK OR WHITE?

Decisions

Warm-ups

- Brainstorm students on the most important decisions one has to make in one's life. Write them on the board, adding any of the following if the students themselves don't come up with them: choosing a school/college/university, choosing friends, leaving home, choosing a life-long partner, deciding to have children, choosing a job, deciding to change job/career, breaking up with partner, moving house/country, changing religion. Now get students to rank the decisions in terms of importance and life-changing impact. Finally, in pairs students discuss the most important decision that they personally have had to make, and the most important decision/s they will have to make in the future.

1 Good and evil?

Students read the passage and answer question 1. Make sure you get feedback after they've answered question 1. Most students would prefer to be Juju. If they do prefer Juju, it probably means that they've missed the point. Juju and the king are, to all intents and purposes, the same, in that they both believe that their souls are pure and that they've done nothing wrong. The king is, after all, doing no more than is expected of him – he is acting within the morality of his age, he has no inkling of a doubt that he may be doing something wrong. Students should not judge the king with their own morality, which as question 4 is designed to show, may really be little better than the king's. If you judge the situation objectively, you'd be much better off being the king, who knows he's in the right, and unlike Juju, doesn't suffer.

(4) By not helping the people of the third world are we not, to some extent, similar to someone who watches a child drowning in a swimming pool and does nothing to help? This situation is obviously more immediate than helping the starving, but it's difficult to deny that we are not just as aware of what is going on in Africa as we are of someone six feet away from us.

ⓘ This passage comes from the Hungarian novel *The Fifth Seal* by Ferenc Santa. The fifth seal is mentioned in Revelations VI, 9-11: And when he had opened the fifth seal, I saw under the altar the souls of those that had been killed because they had proclaimed God's word and had been faithful in their witnessing. They shouted in a loud voice, 'Almighty Lord, holy and true, how long will it be until you judge the people on earth and punish them for killing us?' On a similar line you might like to read Hopkins' poem *Thou art indeed a just Lord* which contains the line 'Why do sinners' ways prosper?'

2 Dilemmas?

- Students make their choices individually, and then discuss them in groups.

Listening

- Students hear the following alternatives which they have to decide between. Play the pieces several times each. Students write down their answers/gut reactions as they listen, then after all ten have been answered, students discuss them in groups. Decide whether to use all ten questions or not.

CD 1

1 Which would you rather be – a man or a woman?
2 Would you prefer a year in prison or a year completely alone on a beautiful desert island?
3 Given the choice would you choose not to eat for three days or not to sleep for three days?
4 What do you want – a beautiful house but miles from anywhere or an average house near to everything you want?
5 If you had to spend a month in Siberia or a month in the Sahara, which would you prefer?
6 Imagine this – you can either be incredibly rich but full of regrets and with no hope, or incredibly poor but full of hope.
7 Right. You can either be taller and a little less intelligent or considerably shorter and a lot more intelligent. Which is it going to be?
8 If you could have two weeks visiting ten different towns or two weeks in one particular interesting place, which kind of holiday would you go for?
9 So, you're about to take an important oral exam, let's say an English oral, and you can either wait with someone like you who has yet to do the exam or with someone who's just finished it. Who are you going to wait with?
10 I'm not sure how I'd answer this one myself, but the choice is between a life of permanently following your head or permanently following your heart.

ⓘ (2) A study of case histories of people in total isolation, members of religious groups and people who had been shipwrecked, showed some similarities – sudden fearfulness and feelings resembling anxiety attacks. People need other people.

Writing

- Students write an essay describing how their life would have been different if they had been born of the opposite sex.

Decisions

1 Good and evil?

ONCE UPON A TIME on the island of Luch-Luch lived a common slave called Juju. One day his master, the King, asked Juju why he was smiling. Sensing trouble, Juju replied honestly: 'Something came into my mind and made me smile.' The king said, 'Well, I shall see to it that nothing will ever enter into your mind again!' And he had Juju's tongue cut out, thinking that if he deprived the slave of his tongue, he would be disposing of his thoughts as well.

Later Juju's 11-year-old daughter was taken away from him and died serving the king's pleasure. Then he lost his little son to the king. Despite all this pain, Juju consoled himself with the thought that in his whole life he had not committed a crime: 'I did not do things like this to others. Instead, others did them to me. My soul remained as pure as it was at the time of its creation.'

The king lived a life that was the very opposite of the unfortunate Juju's in every possible way. All of Luch-Luch obeyed his every command. In the first decade of his reign he killed 9624 people, he had 2000 people blinded in one eye, and 1500 tongues torn out. But he was convinced that he was the most decent human being in the whole world! His mother thought so too – until he had her beheaded – and so did his children and friends. He didn't suffer the slightest twinge of conscience because he was behaving in accordance with the morality of his epoch.

1 With your partner you have five minutes to decide if you want to be resurrected as the king or Juju.

2 If you overthrew the king, and you became king in his place, what punishment would you give him?

3 Were people like Hitler really evil or just acting as they thought best?

4 When we go to 'heaven' how will we be able to justify the fact that we had cars and VCRs whilst millions of people were starving around us? Why don't you give more money to beggars?

5 Do you believe in some kind of ultimate justice or how else do we explain all the suffering in the world?

2 Dilemmas?

1 Which would you rather lose – your sense of taste or sense of smell?

2 Choose between being extremely ugly and very intelligent, or incredibly beautiful but particularly stupid.

3 Would you prefer to never see your family again, or never see any of your friends again?

4 Would you rather you had twenty exciting eventful years ahead of you, or forty fairly routine years?

5 You can be reborn black or white – which would you choose?

3 Decision-making

- In pairs, students should discuss the situations and what they would do to resolve them.
- Students get into pairs and identify the situation illustrated in the pictures. They then choose one of the situations 1, 3, 4 and 5. S1 plays him/herself, and S2 takes the part of the other person (e.g. the teacher in situation 1, the arrested woman in situation 3, etc.).

4 Papa don't preach

- In groups students decide who should make the decisions – parents or children. They can also prioritise the decisions, i.e. deciding which decisions must be made by, for example, the child, down to those which don't really matter. You might like to divide students up into parents and children; in pairs they then have to argue their case.

Listening

- Students hear two people discussing who they think should decide in some of the situations. Students should identify which point each speaker is talking about and who they choose as the decision-maker in each situation.

1 *e child* **2** *b parents* **3** *d parents* **4** *c children* **5** *g children* **6** *e parents*

1 I was em, I was always allowed home at whatever time I wanted and I really appreciated that, I just used to have to ring up if I was going to be late.

2 I had a TV in my room and I spent the whole of my adolescence watching TV shut in my room; I even took my meals into my room. So I really don't think children should be able to choose that, I think parents ought to set some limits.

3 Em, I think parents should be advising their children on what to read, but you can't control it; in the end children are just going to read what they want.

4 Whenever my parents tried to stop me from seeing particular people it only made me want to see them even more. I think parents should give advice but they should never force you who to see and who not to see.

5 Em, I was very pressurised by my family into becoming a doctor and uh, I had to totally rebel against them in fact after I'd started medical school.

6 I really think parents ought to say what time a child has to come home because a child even at 16 might complain about oh my friends stay out until midnight why can't I, but really you appreciate the limits because you feel they care about you.

3 Decision-making

1 Your English teacher has lost all interest in teaching your class. All you ever do is grammar, reading and listening exercises.

2 Your family has had a grocery store for more than 50 years. Recently, a supermarket has opened 100 metres down the road.

3 You are a police officer and you have just arrested this woman for stealing food from a supermarket. On the way to the police station she tells you that in the previous two weeks she's lost her purse, her dog has been run over and her sister has been involved in a car accident.

4 Your husband/wife suffered a serious car accident a few years ago, and since then has been confined to a wheel chair. You had to give up your job to look after him/her and more recently he/she has become so demanding that you have to spend all your time with him/her.

5 You are pregnant and 45 years old. Your doctor has told you that there is a 50% chance that you will give birth to a child with Down's syndrome.

6 You are a scientist and have discovered a method to improve our intelligence by 500%. It involves injecting the foetus at three months with a liquid which has no side effects. You are (Your partner is) two months' pregnant.

4 Papa don't preach

Who should decide:

a which school to go to and what subjects to study?

b what to watch on TV?

c what friends to have?

d what to read?

e what time to come home at night?

f when and what to eat?

g what job to have?

h whether to have an abortion?

i whether to go to church?

j which political party to vote for?

English

Warm-up

- Ask students to cover the left-hand column of the chart and identify or guess the languages shown in the illustration. They show the present tense of the verb 'to be' in Old English, Latin and Sanskrit.

1 A world language

- Students read the passage and then answer the questions. **NB** This and the following exercise practise various areas of English usage and are designed to get students thinking about differences between their language and English.

Follow-up

- With monolingual students, give them these instructions: Your native language and English have been nominated for adoption as the world language. Imagine that the number of speakers of both languages is the same, and that there are no economic or political advantages of adopting one rather than the other language. The choice of language will therefore depend totally on its ease of learning and its effectiveness in communication. Choose a few areas of your language which you think are better than English.

2 Newspeak

- Students read the passage about Orwell's *1984*. Then, in groups, they imagine that they are members of a board of linguists whose job is to simplify the English language for use in international communication. They think of all the areas of English which they have difficulty in, and how these could be simplified or even eliminated completely. The idea is that students are forced to analyse the necessity for some of the distinctions that exist in English, though within a context that they are likely to find more entertaining. In all cases, students should analyse the uses of the tenses, forms or words in question before deciding which ones to abolish. You can obviously choose other elements to add to the list, if these are areas that are causing your students particular problems. Other elements are dealt with in the follow-up exercise.

Here are some suggestions:
Possible redundant tenses (students choose to eliminate one of the following pairs): present simple / present continuous, going to/will, present perfect/simple past.

Possible redundant words: be/have (some languages don't have a distinction, e.g. Welsh), may/can, make/do, say/tell, talk/speak, bring/take, big/large (little/small), hello/goodbye, because/why, by/from.

Follow-up

- Students imagine a crazy dictator has taken power. He/She has ordered the following changes to the language. The students' task is to assess what differences this would make and what difficulties, if any, it would create: **1** Separate pronouns depending on skin colour. **2** Sentences must be no longer than ten words (except in literature). **3** No words of Latin or Greek origin are allowed. **4** The use of the passive is banned. **5** All prepositions are abolished. **6** Exclamation marks, colons and semi colons are banned. **7** No swear words. **8** No words to contain the combination 'th'. **9** The following words are banned: no, my, the, one, see, come, white, woman. **10** On Wednesdays everyone has to speak in a foreign language.

English

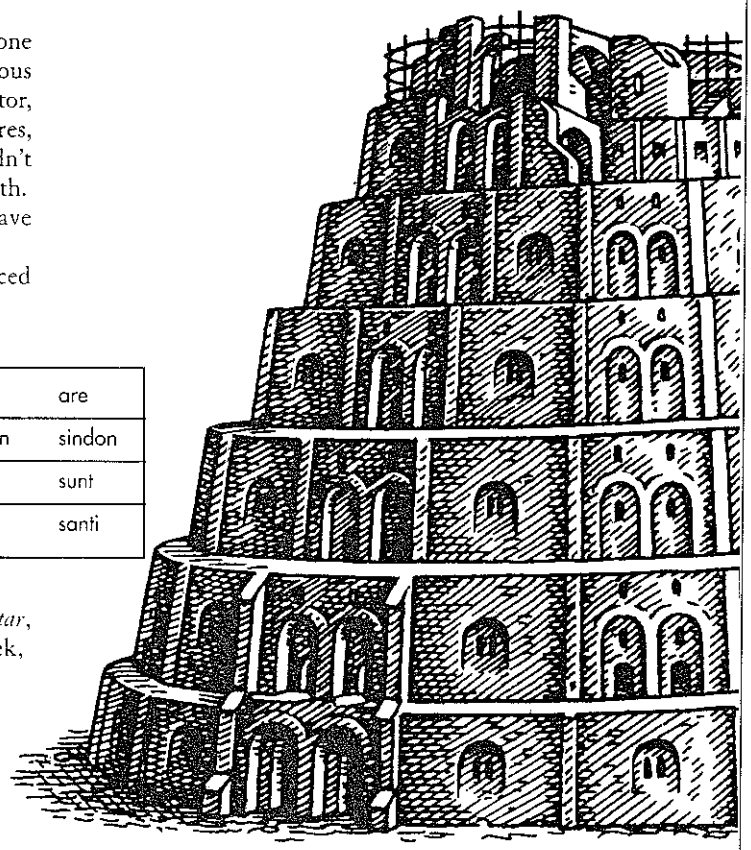
1 A world language

According to a legend, originally the world only had one language. One day the people decided to build an enormous tower so that they could reach up to heaven. The creator, convinced that he had to put an end to such futile ventures, decided to confuse their language so that they couldn't understand each other, and to scatter them all over the earth.

Since that time people throughout the world have been struggling to understand each other.

Most European languages can, nevertheless, be traced back to a single root – Sanskrit.

Modern E	am	are	is	are	are	are
Old E	eom	eart	is	sindon	sindon	sindon
Latin	sum	es	est	sumus	estis	sunt
Sanskrit	asmi	asi	asti	smas	stha	santi



For example the Sanskrit word for *brother* was *bhratar*, which in Irish is *bráthair*, *brat* in Russian, *phrater* in Greek, *Bruder* in German and *broeder* in Dutch.

Despite various attempts to create universal languages – between 1880 and 1907 no less than 53 were invented – today, whether we like it or not, English is the only universal language, apart, that is, from music and love.

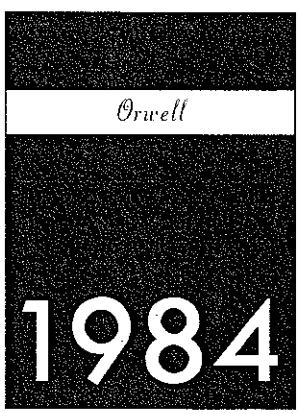
1 Are there many words in your language which look or sound similar to English, and which have the same meaning?

2 What English words are regularly used in your language? Why were they borrowed and are they used in the same way as in English? Has their grammatical form been altered in any way? Are they pronounced as in English? Are they accepted by your government or do some linguistic purists want to eliminate them?

3 What words has English borrowed from your language?

4 How do you feel about English being the world language? Do you accept it or do you think there is still a place for Esperanto?

2 Newspeak



In George Orwell's satire, *1984*, a dictatorial political regime invents a new language, Newspeak. The government wants to reduce the complexity of the language and so limit people's ability to think, thereby preventing them from rebelling against the government.

One of the distinguishing marks of Newspeak grammar was its regularity. The simple past of *think* was *thinked*; all such forms as *swam, gave, brought, spoke, taken* etc. were abolished. All plurals were made by adding -s or -es. The plurals of *man, ox, life*, were *mans, oxes, lifes*. Comparison of adjectives was invariably made by adding -er, -est (*good, gooder, goodest*); irregular forms and the *more, most* formation were suppressed.

3 Fun with English

- This is good for a last lesson. Students get into groups and find the appropriate answers. Make it competitive by seeing which group manages to answer the most questions correctly. If you're short of time, only do the first part (questions **1–11**) and forget the listening. Although students may not be familiar with some of the words, they should be able to make some reasonable deductions.

1 *with, eighth, telephone*
2 *abstemious*
3 *fanzine (a magazine for music fans), flexitime (flexible time, i.e. arriving and leaving work to suit yourself), workaholic (someone who is addicted to work, like someone who is addicted to alcohol)*
4 *discotheque, laboratory, gymnasium*
5 *goodbye (cf. farewell = fare you well)*
6 *children, mice, women*
7 *smack, crash, gulp (I found loads of these in Peanuts)*
8 *baby-sitter, knowhow, spaceship*
9 *compact disc (CD), random access memory (RAM), unidentified flying object (UFO)*
10 *Was it ...? Pull up ... (These are known as palindromes.)*
11 *Peter Piper ... Swan swam ...*
12 *He said that that 'that' that that man said was correct. (You could explain this by saying the man had a choice of saying 'which' or 'that' and that 'that' was correct).*
13 *You are too good to me to be forgotten.*
14 *backwards, you*
15 *all American spellings*
16 *ate/late*

Listening

- An English woman is trying to convince an Indian woman that nothing can beat English as a world language. Students' task is to tick off any items from **1–11**, mentioned during the listening. With more advanced students get them to write down any other reasons why the English woman is convinced that English would be a good world language.

8 *(composite words – weekend, skyscraper, playboy, knockout* **10** *(boy, yob)* **9** *(acronyms – WASP)* **7** *(onomatopoeic – snarl etc.)* **3** *(blended words – brunch, smog, motel, cheeseburger)* **4** *(clipped words – ad)* **5** *(plurals – children, mice and women).*

Reasons for English being a world language: only one word for you; word creations (nouns to verbs etc.); no cases; no gender; simple way to create plurals.

A OK so you only have one word for 'you' but what about English spelling and pronunciation? You're not going to tell me that they're easy to learn.

B No, all right, I agree with you there. But apart from that, there's really nothing that can beat English as a world language.

A Convince me.

B Well, look at the ease with which we put two words together and get a totally new one. I mean what's the point of saying 'end of the week' when you can say 'weekend'?

A That's not so original, many languages can do that.

B Yes, but did they give you 'skyscraper', 'playboy', 'knockout'?

A OK. More reasons.

B Name another language in which you can spell a word backwards and get a new word, like boy to yob, b-o-y y-o-b.

A What is a yob?

B An aggressive teenager.

A OK, I like that one. Anymore like that?

B Well, what about the way we make acronyms out of words, like when you take the first letter from a series of words and you get a new one, WASP for instance.

A Wasp?

B Yeah it was all the rage in the States in the late eighties – it stands for White Anglo Saxon Protestant.

A Not sure I like that one.

B Well all right then, try these: snarl, sneer, sneeze, sniff, snivel, snore, snort, snuffle.

A They're not acronyms are they?

B No. No, I was just trying to give you an idea of how good English is at imitating sounds. And what about 'brunch'?

A What about 'brunch'?

B Well, it's two words squashed into one – breakfast and lunch.

A Oh, I hadn't realised that.

B Yeah, apparently Lewis Carroll, you know the one who wrote *Alice in Wonderful*, he coined the first one, and since then we've had 'smog', 'motel' and 'cheeseburger', amongst others. And then we can clip the ends of words.

A What do you mean by that?

B Well we can make a long word shorter by cutting its end off. So instead of saying 'advertisement', which no one knows how to pronounce correctly anyway, we can say 'advert' or even plain simple 'ad'.

A Fine, so English is a fun language, (Yeah) but so far you haven't really given me any concrete or at least good reasons why English is so suitable for being a world language.

B OK let's get serious. English has a unique ability to produce instant new words, because we don't have to worry about endings or whatever, we can convert adjectives into nouns, nouns into verbs, and verbs into adjectives.

A Well, that is useful, I have to admit. But I'm still not convinced.

B You want more? English has no cases or gender, right? You don't have to remember whether something is nominative or accusative, or whether it is masculine or feminine.

A But don't you say 'she' for ships? Cars too, I've heard people saying things like 'She's a really good drive.'

B OK. But they're the exceptions. You want to form the plural? What could be easier than a simple 's'? And you only have to put that on nouns, you don't have to remember to put it on adjectives or whatever.

A Not so simple. What about child children, mouse mice, woman w...?

B Well, again exceptions, yes.

A A lot of exceptions this language of yours.

3 Fun with English

Pull up if I pull up.

abstemious	baby-sitter	CD	child
crash	disco	eigth	fanzine
flexitime	goodbye	gulp	gym
knowhow	lab	mouse	RAM
smack	spaceship	telefone	UFO
whit	woman	workaholic	

Swan swam over the sea;
swim, swan, swim!
Swan swam back again;
well swum swan.

Peter Piper picked a peck of pickled pepper;
a peck of pickled pepper Peter Piper picked.

Was it Eliot's toilet I saw?

Find examples of 1–11 in the boxes above.

1 Three words that are spelt incorrectly.

2 A word that contains all the vowels in alphabetical order.

3 Three words that are a combination of two words squashed together (e.g. brunch = breakfast + lunch). What do you think the words mean?

4 Three words that have been clipped at the end (e.g. advertisement → advert → ad).

5 A very very common salutation that originally meant 'God be with you'.

6 Three words with irregular plurals.

7 Three onomatopoeic words frequently found in comics.

8 Three words which are a composite of two words (e.g. week + end = weekend).

9 Three acronyms (e.g. RADAR = **r**adar **d**etection and **r**anging).

10 Two sentences that read the same (letter for letter) forwards and backwards (e.g. Madam, I'm Adam).

11 Two tongue twisters (i.e. sentences that are very difficult to say fast).

Now answer these questions.

12 Punctuate the following sentence: He said that that that that that man said was correct.

13 Decipher the following:

UR	2	GOOD
	2	ME
	2	BE
	4	GOT
	10	

14 Answer the following question: ?*sekatsim gnilleps owt eht tops ouy nac tub sdarwkcab gnidaer ysae yrev ton si ti*

15 What do the following words all have in common? *color, jewelry, program, traveling, theater*

16 Which of the following pairs of words rhyme?
ate/late even/seven here/there, now/know over/cover

Family

Warm-up

- Brainstorm students on all the English words they can think of to express family relationships (e.g. mother, cousin, aunt etc.). In groups they then think of any distinctions in their own languages which don't occur in English (e.g. no distinction between male and female cousin, no common unique word for brothers and sisters) and vice versa.

ⓘ The type of kinship words a language has is obviously indicative of how important the family is in that society. Yiddish has a word meaning 'the father of the girl/boy I'm going to marry'. In Neo-Melanesian (spoken in the area around Papua New Guinea) they even distinguish between an 'aunt by marriage' and 'a mother's sister', and between the 'father's brother's child' and 'mother's sister's child'. In Njamal, an Australian aboriginal language, the words for father and uncle are the same; and in Italian they make no distinction between grandchildren and nephews and nieces. Many languages have words to differentiate between an elder brother and a younger brother. Hungarian even distinguishes between 'my elder brother' and 'your elder brother'. As society changes some kinship words fall into disuse as the family bonds they used to express are no longer considered to have important status.

- Students now draw a diagram of their family tree and then discuss it with their partner. Then as a whole class try and decide on a definition for 'family' – this exercise will obviously work better in multinational classes.

1 Family ties

- Students look at the diagrams of family situations, identify which category their own family fits into, and whether this is typical of their country. Then students discuss the pros and cons of each category. Finally they discuss questions **1–6**.

Listening

- Students hear an Indian woman (born in Britain) describing how an Indian family differs from an English family (see question 6 on student's page). Before dictating the questions, get students to predict differences between Indian and English family life.

Questions: **1** Does the Indian woman agree that there is no family life in England? **2** Is the typical English family nuclear? **3** List two pros and two cons of the extended family. **4** Who is expected to look after old people in England?

1 *no* **2** *yes* **3** *pros: support for other family members (young help old), sense of continuum (not fragile like nuclear family); cons: intrusive, no room for individuality, forced to do what you don't necessarily want to do, conservative* **4** *the state*

A It seems a strange thing to be asking really the difference between family life in England and India, because a lot of people would say there is no family life in England. Do you find that? Do you find that there's much of a difference?

B Um, there is a great difference I would say – I think there is a family life in England (A: Oh good) but it's very different – I think that it's essentially, in England, there's a nuclear family basically, you know, and erm, so everyone's lives are geared around their the two parents, let's say, if it's a standard family, and the children (A: yes). In India, it's very, very different, on the whole. There are – it's an extended family, and so therefore in any one house you will often get grandparents, you know then the parents, then the children. And in this way, the lifestyle is very different because everyone has a say in everyone's life. And also there's lots of support there as well ...

A ... Do you think that ... I mean ... this sort of extended family is a sort of a continuing thing isn't it? I mean the fact that there are so many people of such different ages in it, and that when one person dies, other people are born in, and it goes on and on (B: it goes on ah' on absolutely) – it's a continual thing. Whereas a nuclear family can be such a fragile thing, an isolated thing, it's a fragile thing (B: very much so), it can fall apart so easily.

B It's hard, there are pros and cons, I mean, in India, you know, because it's an extended family people do support each other, and you know if you're old then you don't have to worry because the younger generation always will look after you. But on the other hand some people ...

A ... I mean I suppose in this country people expect in many ways that the state is expected to take that role over, aren't they?

B Take the role exactly. (A: You know, that it's built into the family) Yes I suppose so and in that way it can be quite a lonely experience for older people. But the life in India can also be quite intrusive you know people can find that you know that ... (A: ... So it doesn't give much room for individuality) people know too much about their lives can can sort of force people to do things that they don't necessarily want to do ...

A ... And rather conservative as well I suppose, and fairly conservative as well I suppose in as much as people expect them to do things in the same way that they did.

2 Life in a kibbutz

- First brainstorm students on what a kibbutz is and what the lifestyle there is like. Students then read the facts and individually prioritise the various elements from the most positive (i.e. those which they most agree with) to the most negative. Encourage students to think about the rationale behind these ideas.

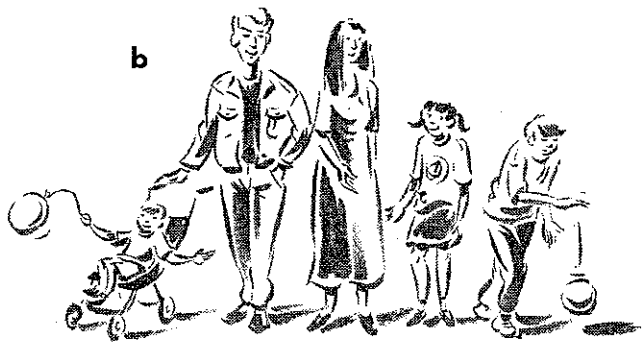
ⓘ About 4% of Israel's population live in a kibbutz. The 'family' in a kibbutz has been shaped by a number of ideological and economic factors. Particularly during the early days, all able-bodied adults were needed to get the settlements off the ground which left little time for intimate relationships between mothers and children. There was a reaction against the traditional 'Jewish mamma', the supposedly overprotective Jewish mother, a well-known figure in American folklore and humour. Children are looked after collectively so that men and women are free to work on equal terms. However, recent years have seen an increase in the time parents spend with their offspring.

Family

1 Family ties

a

b



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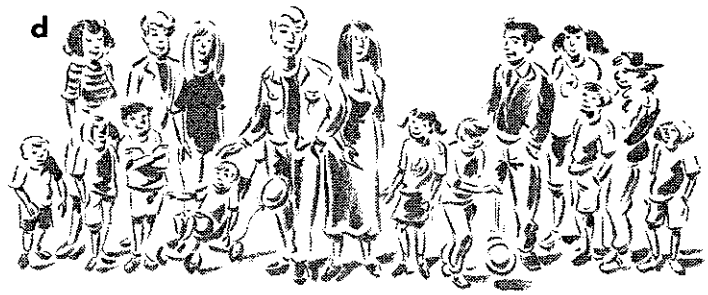


1 Why do we need families? Is the family ever likely to disappear as an institution?

2 Should the mother or the father be the head of the family (i.e. matriarchal and patriarchal)? What roles do the mother and father play in your society? And sons and daughters? Who is the boss in your family?

3 What influence have your parents had on your life? Whose influence was stronger – your mother's or your father's? Would you instil the values that your parents instilled in you into your children?

4 Is descent in your society patrilineal (i.e. all children take their father's surname), matrilineal (through the mother), or bilineal (through mother and father)? Should sons and daughters have equal inheritance rights?

5 Should members of a family all try to live in the same area?

6 What differences have you noted between family life in Britain/America/Australia etc., and family life in your own country?

2 Life in a kibbutz

1 Adults and children receive the goods and services they require from the kibbutz.

2 Everyone has the same things to share, therefore there is little jealousy.

3 Sexual equality is emphasised – there are no separate father and mother roles.

4 Adults eat in the communal dining room, food is cooked in the communal kitchen and services such as laundering are provided for the entire kibbutz rather than being the responsibility of the family.

5 Married couples share a single bedroom plus living room. They don't live with their children.

6 In some kibbutzim, children as young as four days old live away from their parents in an infant house; they then move on to a children's house etc.

7 Children sleep in communal dormitories where they are raised by child 'caretakers' and 'educators', who are allocated between six and eight children each.

8 The caretakers cannot look after all the children at the same time, so children have to help each other to do basic things such as washing, dressing, and learning to go to the bathroom.

9 Children usually see their parents for an hour or two each day, often visiting them in their apartment. These visits are viewed as 'fun time' rather than occasions for socialisation and child training.

Family

3 Love and marriage

- Students read passage and discuss questions.

ⓘ 'Polygamy' is a generic word which covers both polygyny and polyandry; the latter is very rare, students may like to hypothesise why.

Listening

- Students listen and answer the questions about a Ugandan woman talking about polygamy in her country.
  Questions: **1** How many wives did her father and grandfather have? **2** What advantages does polygamy have?

1 *5 (father), 20 (grandfather)* **2** *replacement mothers*

Polygamy ah in Uganda is is accepted because it's part of the culture. My grandfather had 20 wives and ah they had a very very big compound and everybody lived together, each one of course, having his own house, and our own house. And ah my father had five wives and all of them, each one of them had their own hut and my father would visit them, would rotate once a week with each lady. And for us children it was a very beautiful place to grow up with because we had lots of er other children to play with. If a mother, suppose if a mother falls sick, or if she dies, or if she had to go some place, then automatically the other mothers would take care of the children of the one missing and for us children I think it was an ideal place to grow up in.

ⓘ Interestingly, this Ugandan lady who originally had a Ugandan husband, but is now married to an Italian, says that she has never thought of polygamy as being problematic and that the women don't think of it as being a bad thing at all. For those of you curious about the sexual part, she said that her father slept with his wives on a weekly basis – one week one wife, and then the next week another wife, etc. She also said that it was far better for men to be open about their sexual promiscuity (as it says in the text, the second wife is initially presented as a lover) than westerners who may do everything behind their partner's back.

4 Sacrifice?

- Students read the passage and answer the true/false statements. They then discuss their answers in groups. Then proceed to the listening.

Listening

- NB Make sure students have discussed question e on their pages before doing this exercise. Students hear a New Zealander, an American and an Indian (born in England) discussing what they will do with their parents when they get old.

Questions: **1** How old are the first speaker's parents? **2** Does he want to have his parents living with him – why? why not? **3** In India where do grandparents live? **4** Does the Indian woman want to have her parents living with her? Would they agree? **5** Why are old people's homes so 'terrible'? **6** What is the best solution?

1 *approaching 70s* **2** *no; unnatural* **3** *with their children* **4** *yes; maybe not* **5** *surrounded by only old people* **6** *granny flat*

A Well, I'm about that age where I have to decide what I'm going to do with my parents when they sort of reach an age when they're not going to be able to look after themselves. It's an interesting question, one that I haven't really thought about until now.

B How old are they now?

A They're er approaching seventies.

C Would you not have them living with you, do you think you would want that?

A Absolutely not.

B You wouldn't?

A Well, I'd rather not, no. I mean I know that sounds selfish but I really don't think I would like to have them living with me.

C That's interesting because in India, you know, of course a lot of the the grandparents live with their children and I mean they play a vital role in the home, you know what I mean, they're not just there ...

A ... But is that because they've always been in the home?

C They have, true.

A That's the difference because I think it would be such an unnatural situation to suddenly have them back or to be in a situation where they're there in sort of my world.

B Would you think of putting them in a home?

A Um, yeah, I suppose if that was the only alternative, yeah that would be what I'd do.

B And is that unthinkable as far as you're concerned?

C Well, it's interesting because my parents are so independent that in a sense I think they might think oh I'd rather go to a home. But really I, you know, I would feel happier if they if they came to me, but then because you know my partner isn't Indian, it's quite unusual, so I'd have to accommodate that within my home I think.

B I mean I'm just like Ralph, I'm a long way from my parents; the idea of them living with me does seem pretty weird and wild. But the terrible thing about homes, that I find, I have a couple of friends that I go and visit in homes, is that they're full of old people and I would think, if I were an old person, I would hate to be just surrounded by nothing but old people. I like some kind of cross section, I think that idea is sweeping them under the carpet.

A I think the best alternative, idea is what we call, is to have a 'granny flat', which is to have a house next door.

C Next door but separate enough to live in your own little space.

3 Love and marriage

About 25% of the world's people live in societies where husbands can have more than one wife. Before the age of industrialisation, this meant that a man could amass great wealth in acquiring several wives, although the wives themselves often maintained some kind of economic independence. The husband also played a relatively minor role in family life. However, in an age of compulsory education and increasingly equal rights for men and women, having extra wives and children has turned into an economic burden.

In many cases, when a man already has one or more wives, a potential 'new' wife is introduced into the family unit. Before she officially becomes a wife, she has to learn her future husband's ways, the food he likes etc. (!), and she also has to prove that she can fit in with the rest of the family. Then when the trial period is over, the marriage ceremony takes place.

1 What are the pros and cons of monogamy (one husband, one wife), polygyny (one husband, several wives), and polyandry (one wife, several husbands)?

2 Should parents be allowed to decide who their children marry? What are the advantages of an arranged marriage? What are the dangers of a marriage that is only based on personal compatibility?

3 Should marriages be to people outside the immediate circle of relatives or immediate community (exogamous), or restricted to one's own kin or social group (endogamous)? Is it better to marry someone from one's own social class and nationality?

4 What is the right age to get married?

5 Should couples be allowed to get divorced? If not, how should they resolve their problems? Why are divorce rates constantly increasing in the Western world, and what could be done to stop this increase?

4 Sacrifice?

Did Cindy and Roger Plum of Coon Rapids, Minnesota, overstep the limits of parental sacrifice to try to save their 9-year-old daughter Alyssa? Although their efforts failed, both parents say they would do it again – and again.

Last New Year's Eve, Alyssa took to bed with symptoms that suggested bronchitis. Three months later she was rushed to a hospital emergency room with a high fever. Doctors suspected a virus, but sent her home. Two days later, Alyssa was at her doctor's office with pneumonia. Within days her skin turned blue from lack of oxygen. By mid-April she was on a list for a lung transplant.

The Plums, who had read about transplant surgeries using lobes of the lung from living donors, decided to volunteer. Alyssa successfully received a piece of Roger's lung. Then her other lung failed. Less than four weeks later, Cindy underwent the procedure. This time Alyssa died of heart failure. Both parents have 45-cm scars that run from their chest to their back. Cindy's sleep is still interrupted by pain. Roger suffers from muscle weakness. Even though the couple have a son, Travis, 6, who risked losing a parent, they never had doubts about their actions. 'If I didn't give Alyssa a chance at life,' says Cindy, 'I didn't know if I could live with myself.' ■

a I would never do for my child what the Plums did.

b I don't see why parents have to put their child's interest before their own, e.g. going without some of the things they really want so that they can buy something for their child; or not playing their own sport so that they can watch their child playing his/her own sport.

c Children should not rely on their parents for money. They should try to do some holiday/Saturday jobs and become economically independent.

d Children should not be expected to do jobs around the house.

e Children have no responsibility towards their parents when they grow old. The children never asked to be born and parents should not expect their help.

Geography

Warm-ups

- Students draw quick outlines of five countries. They pass these to their partner, who has to write sentences like: I think this is France, this looks like Britain, this could be Australia, this must be Italy. They can then criticise each other's maps: this should have been bigger, you've missed out this part, etc.

1 Geography test

- Students answer questions **1–10** in groups and see which group can finish the test first. They can then check the answer in the key (statistics on questions **2** and **3** vary from source to source and year to year, so check with an up-to-date reference book). Students then discuss questions **11** and **12**.

Writing

- Students discuss one of the following: (a) If you could live anywhere in the world (apart from where you live now) where would it be? (b) Are people who live in cold climates greater achievers than those who live in warmer climates?

Listening

- Students hear some people discussing the effects of geographical location on people's lives and personality.
- Copy the table below on to the whiteboard, leaving out the answers. Students fill in the table while listening. 'Features' refers to geographical and natural features, and 'personality', to the effect that these features and climate have on the personality of the inhabitants.

(The tapescript for this exercise is on p. 36.)

	country	features	climate	personality
Speaker 1	*NZ*	*open space, beautiful nature, beaches, skiing*	*hot summers, cold winters*	*friendly, easy-going, relaxed*
Speaker 2	*USA*	*natural beauty, cities*		*east: reserved and hard; west: laid-back, warm, open*

Writing

- Students to choose two or three of the following and write about the implications of living under such conditions: in a remote mountain village, under a volcano, in a desert, in a third world country, in a desert, near a river which often floods, where there is no natural water supply, near a nuclear power station.

2 Settlements

- Brainstorm students on the life of primitive man. With a multinational class, you should get interesting input on the problems that man faced in different parts of the world. Focus the discussion in the following areas: food, shelter, defence, health, religion and death, industry and trade, entertainment.

ⓘ Life in Britain: In the Paleothic age (before 8000 BC) people lived by hunting, fishing and food gathering (e.g. nuts, roots and berries); often dwelled in caves; animals included bison, bear, rhino and hyena. Mesolithic (8000 – 3250 BC): no longer totally nomadic but still no permanent settlements; first evidence of temporary woodland clearances. Neolithic: began farming land with grain crops; settlements on high ground; burial chambers; extensive trade in stone axes. Bronze age (1700 – 500 BC): bronze weapons and ornamental objects; wood and stone still used for agricultural tools; more forest clearing; stone circles; evidence of lowland settlements. Iron age (500 BC–43 AD): hilltop forts serve as tribal capitals; farmsteads and small villages; cattle and sheep grazing; trade routes expanded.

- Give students the following instructions: Imagine that you are part of a primitive tribe. You have just moved to a new area and are deciding where to settle. Look at the map and decide on three alternative positions for your camp. Then decide on the best position.

Follow-up

- In a monolingual class, with a bit of imagination and some local maps, you could extend this exercise into modern times by getting students to think about possible locations for some of the following: a new town, disco, supermarket, sports centre, etc.
- Local geography: What do students know about the origins of the names of the places where they live? What do they know about local history.

ⓘ Some common English place names with Saxon and Norse origins: -bury/-borough etc. = fortified place; -bourne/-born = stream/spring; -ham = village/manor/homestead/enclosure; -leigh/-ley etc. = forest/wood/glade/clearing; -cester/-chester etc. from the Latin 'castra' meaning military base.

Geography

1 Geography test

1 Brazil, Canada, China, Russia, USA – put these in order of size.

2 Name three of the richest and three of the poorest countries in the world.

3 In which countries in the world are you likely to live longest?

4 Which is the longest river and the tallest mountain in the world?

5 How far is it from London to a) New York, b) Sydney?

6 What are the capitals of Australia, Egypt, India, Peru, Sweden?

7 What are the names of all the continents in order of size?

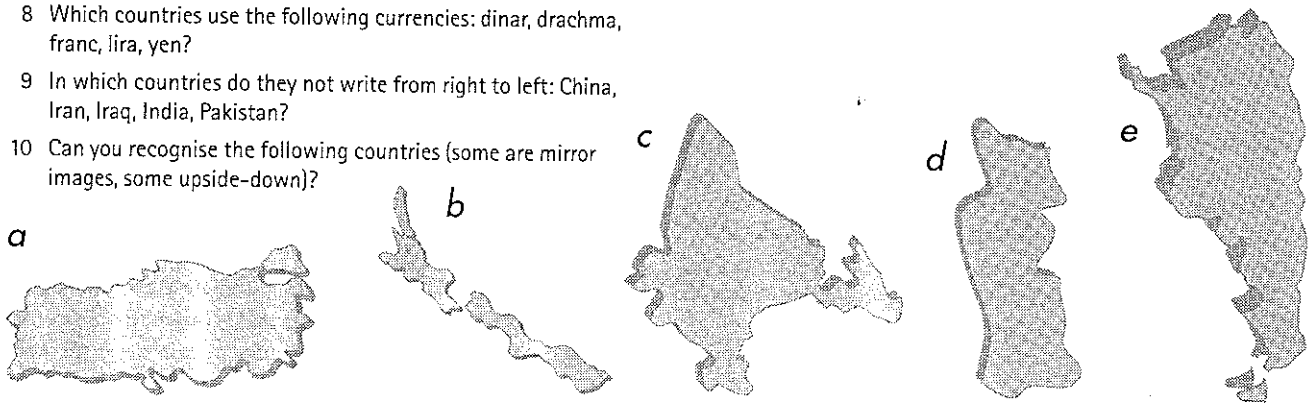
8 Which countries use the following currencies: dinar, drachma, franc, lira, yen?

9 In which countries do they not write from right to left: China, Iran, Iraq, India, Pakistan?

10 Can you recognise the following countries (some are mirror images, some upside-down)?

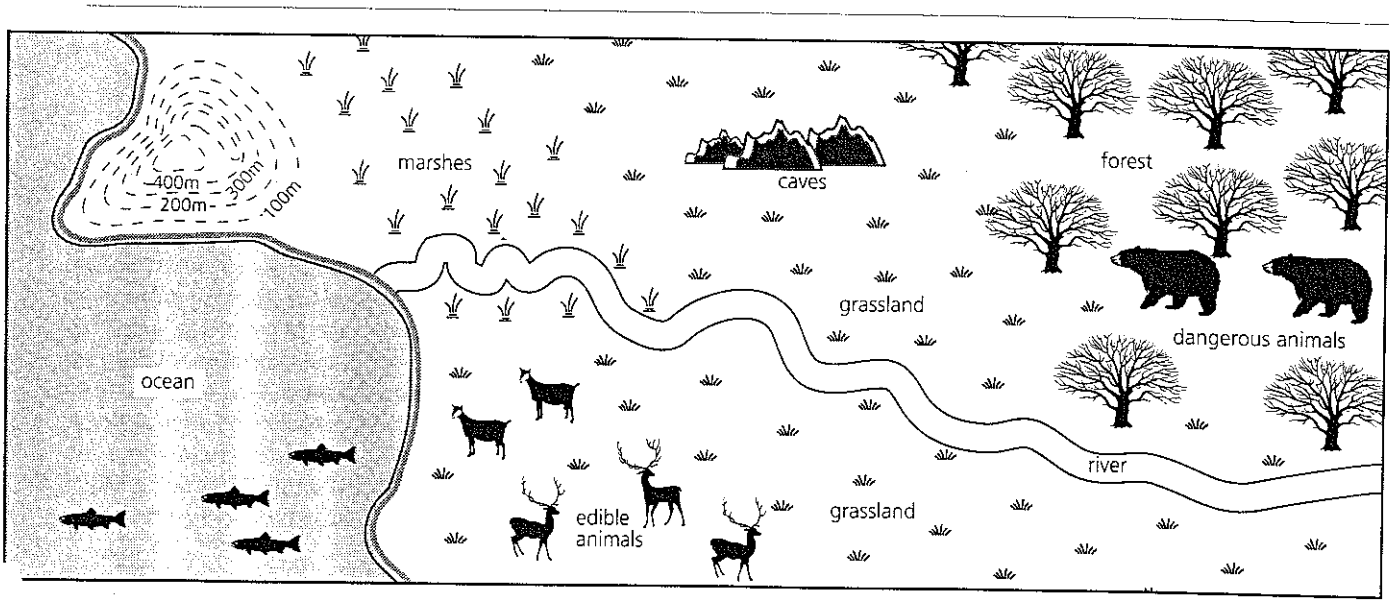
11 In your country, where are the worst and best places to live from a climate point of view?

12 Would you rather your country:
were smaller/bigger?
had hotter/colder summer/winters?
had more rain?
had fewer mountains?
had different neighbouring countries?
had a greater mix of nationalities?
had a different language(s)?



1 Russia (17m km²) Canada (9.7m km²) China (9.6m km²) USA (9.4m km²) Brazil (8.5m km²) 2 poor: Bangladesh, Bhutan, Burkina Faso, Malawi, Mozambique, Tanzania, Somalia; rich: Switzerland, Luxembourg, Japan 3 Japan, Iceland, Hong Kong 4 Nile; Everest (though some people say K2 is) 5 a) 5335km; b) 17005km 6 Canberra, Cairo, New Delhi, Lima, Stockholm 7 Asia (43m km²), Africa (30m²), North and Central America (25m²), South America (17m²), Antarctica (13m²), Europe (10m²), Australasia (9m²) 8 dinar: Algeria, Bahrain, Iraq, Jordan, Kuwait, Libya, Tunisia, the countries of the former Yugoslavia; drachma: Greece; franc: Belgium, France (and ex-Belgian and ex-French colonies) Liechtenstein, Luxembourg, Switzerland; lira: Italy, Malta, Turkey; yen: Japan 9 China, India 10 a Turkey b New Zealand c India d Portugal e Argentina

2 Settlements



3 The Peters Projection

I used the *Peters Atlas of the World* (Longman) for this exercise. I would thoroughly recommend buying this atlas, as it has some really fascinating thematic maps on such things as languages, religions, education, child labour, inequality, status of women etc., which I have used very productively with my students.

- Ask students to cover the Peters Projection and focus their attention on the traditional map (the top one) . Get them to compare the relative sizes of Greenland (2,175,600 km²) and Australia (7,682,300 km²), to estimate which is the bigger and how much bigger it is (Australia is more than three times as big). Elicit the main problem of map-making (i.e. how to represent a three dimensional globe on a two-dimensional map). Explain that Mercator, the Flemish cartographer, whose map, published in 1569, is the basis of our modern maps, resolved the problem by treating the world as a cylinder (north up, south down) to make life easy for navigators.
- Now get students to look at the Peters Projection, and ask them now about the relative proportion of the various countries. Get students to think about why such a map was made, and how it affects our world view.

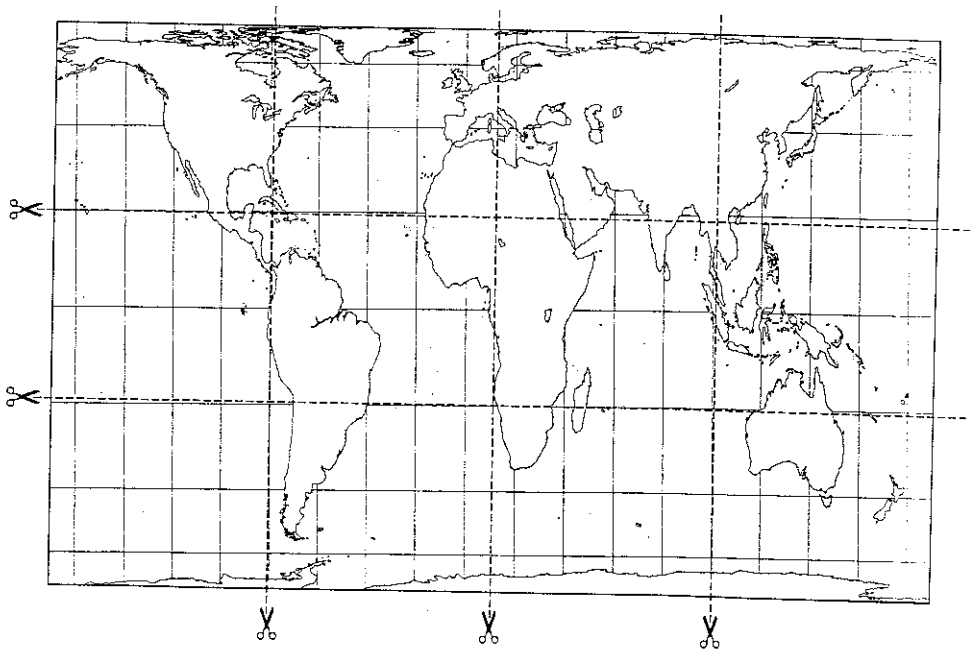
ⓘ Mercator placed Europe in the centre of his world picture. And since the southern hemisphere was something of an irrelevance in 1569, he relegated it to the bottom third of the map. Peters drew the earth in 'equal-area' and in the atlas itself, all pages are of equal scale and representation. This also means third world countries become much more prominent on the map.

- Finally, ask students to read the two passages and decide which comes from the introduction to the Peters Atlas and which from a review.

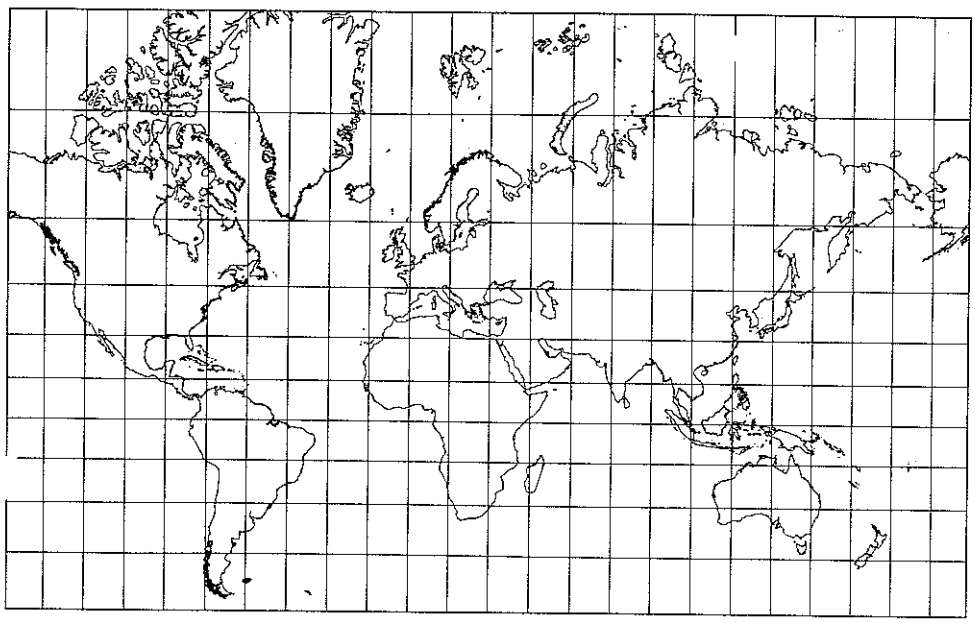
1 *Intro* **2** *Review (The Economist)*

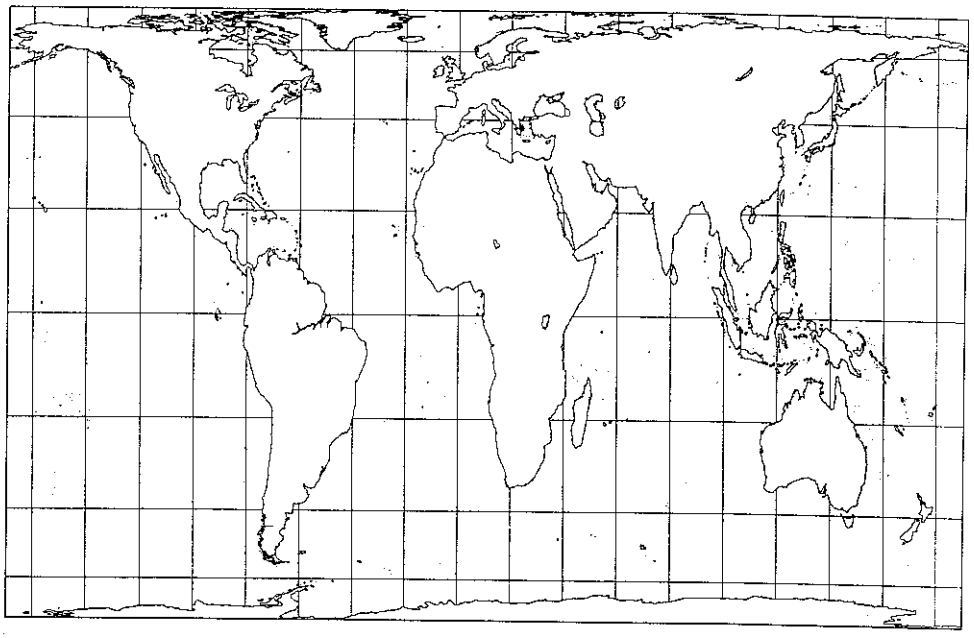
Follow-up

- This exercise involves students rearranging the relative positions of countries in the world and then talking about what the effects would be.
- Photocopy the map below (increasing it in size, photocopier permitting). You will need one copy for each group of students. Paste the map on to a piece of cardboard. Cut the map up into twelve parts as indicated.
- Give each group a set of cards face down. Tell them to arrange the cards, with the arrows pointing upwards, to make a four (width) by three (height) rectangle. Now instruct them to turn over the cards from left to right, i.e. picking up a card from the left hand side and, and turning it over so that the left side becomes the right side (you can show them how this should be done). They should now have a rearranged map of the world.
- Now tell them to imagine that this is a new world, though the equators and climatic conditions remain in the same relative positions as before, i.e. countries in the extreme north and south are cold, countries in the middle are hot. In groups ask them to discuss what implications these new positions would have.
- They should think in terms of: climate (how this would affect the people, agriculture and economy); politics (new political or military alliances may be necessary); resources (countries may now have access to resources that they didn't have before, e.g. to oil from neighbouring countries or water; they may have a port that they didn't have before, or their country may even have been chopped in half and the two halves are in different parts of the world!).
- Finally, get students to walk from group to group and then decide whose 'new world order' is the best.



3 The Peters Projection





1

We have come to accept as 'natural' a representation of the world that devotes disproportionate space to large-scale maps of areas perceived as important, while consigning other areas to small-scale general maps. And it is because our image of the world has become thus conditioned, that we have for so long failed to recognise the distortion for what it is – the equivalent of peering at Europe and North America through a magnifying glass and then surveying the rest of the world through the wrong end of a telescope. There is nothing 'natural' about such a view of the world. It is the remnant of colonialism and fired by that age.

2

In the Peters Projection, Chad and Nigeria both keep their proper areas, but are shown twice as long north-south as they really are. His oddly bottom-heavy, etiolated world picture (one in which the third world is visually prominent) is dismissed by rivals as a piece of cartographic plagiarism. According to one critic, it looks as though Mr Peters hung the continents from the Arctic Circle while they were still wet. By contrast, international aid organisations – especially UNICEF – have embraced the Peters map as the only true representation of the world, and have championed its cause by distributing 60 million copies.

Honesty

Warm-up

- Brainstorm students on what they prefer in a person: honesty/sincerity, intelligence, sense of humour, good looks. They should put the four in order of priority. If they all come up with the same order, get them to justify the inverse order, i.e. if they have put good looks as being the least important, they should think of justifications for it being the most important.

1 How honest are you?

- Before giving students any photocopies, put students in groups and get them to make up their own test/quiz in any format they like for deciding how honest their companions are. A final version in written form can then be photocopied and distributed as a reading and discussion exercise for the next lesson.
- Alternatively, students go directly to the quiz on their page. They should first answer the questions individually and then discuss them in pairs.

Writing

- Given the opportunity most people would steal if there was no way of being caught. Discuss.

2 White lies

- Ask students to discuss in groups how they can tell if someone is lying, whether lying is actually bad, who we lie most often to and what it is that we lie about. Then get feedback from whole class.

ⓘ Whilst we are all very good at telling lies we are not so good as spotting them. Unless someone is a professional/complusive liar there are a number of things that people tend to do when they lie: they tend to avoid eye-contact; their voice has a higher pitch than usual; what they say sounds rehearsed – probably using words that are supposed to be convincing but generally sound unnatural and distant; they tend to touch their nose or ears, scratch parts of their body, and shift in their seat. Interestingly, we tend to lie more to attractive people rather than unattractive people. Most lies are not intended to be deceptive; generally we lie unconsciously, either to be tactful or to protect/promote ourselves, by editing out details. Lying is not always a bad thing; married couples who religiously tell each other everything are more likely to get divorced than those who have a few secrets. In any case, imagine what life would be like if we always told the truth!

- In groups, students discuss in which of the situations it would be convenient to tell a white lie. They say what the lie might be and whether they would actually use it.

Tapescript for **Geography 1 Geography test**

A Well, I grew up in New Zealand so I suppose I had the advantage of being in a place where there was so much open space and beautiful nature that anything seemed possible and very easy to, to, to, everything was easy to do, the beaches were only ten minutes away, the skiing was sort of only an hour away, so it was a really easy sort of way of living.

B Are the people friendlier as a consequence, do you think?

A I think they're more easy-going. I think, just because everything was accessible people have a slightly more relaxed way of life.

B Is it hot, New Zealand? I don't know much about its climate.

A The climate's quite extreme I suppose, summers are hot and the winters are cold. The winters are similar to the British winters.

B I mean I also come from a large country of outstanding natural beauty, but, it's got lots of big cities as well. America has many different countries and consequently there are many different kinds of people who live there. In the east they're more reserved and harder, in the west they're more laid-back, warmer, more open. Em I live in England now and it's quite different, they're an island people aren't they? But I find it suits me because California, where I'm from, I was considered to be very reserved in personality – believe it or not – whereas here I'm considered quite open, simply by contrast.

Honesty

1 How honest are you?

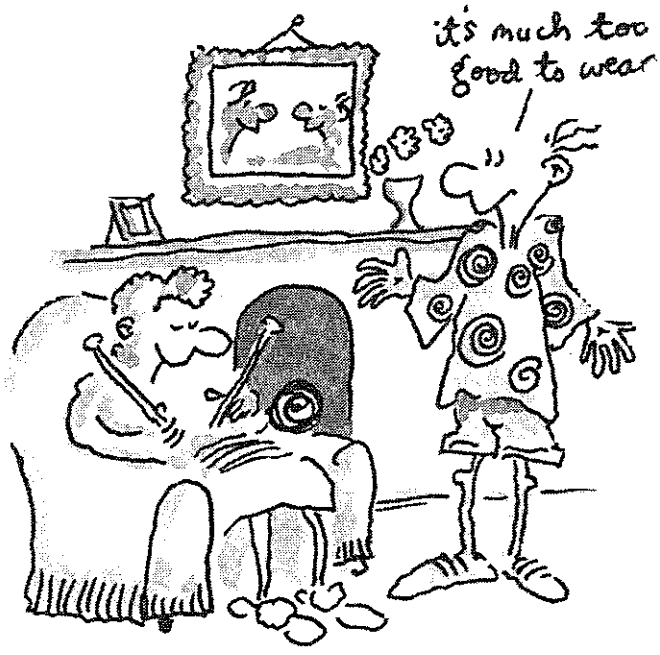
Rate the following for dishonesty

(1: perfectly OK 5: totally dishonest)

		1	2	3	4	5
1	Using public transport without buying a ticket.	☐	☐	☐	☐	☐
2	Getting someone else to do your homework for you.	☐	☐	☐	☐	☐
3	Making an event sound much better or worse than it really was.	☐	☐	☐	☐	☐
4	Borrowing things without the owner's permission.	☐	☐	☐	☐	☐
5	Promising to visit / phone / write to someone when you have no intention of doing so.	☐	☐	☐	☐	☐
6	Not telling the waiter/waitress that they've undercharged you for your meal.	☐	☐	☐	☐	☐
7	Telling your children that Father Christmas exists.	☐	☐	☐	☐	☐
8	Copying books, CDs, videos and computer software.	☐	☐	☐	☐	☐
9	Cheating on your partner.	☐	☐	☐	☐	☐
10	Reading other people's diaries and letters without their permission.	☐	☐	☐	☐	☐

2 White lies

1. Your mother knits you a revolting jumper for your birthday.
2. A new friend invites you for dinner. You're doing nothing but you don't want to go.
3. You are a doctor. Your patient has six months to live.
4. Your child is 13. To get reduced rail fares she should be under 13.
5. Your partner has been hours preparing to go out for dinner. He/She looks terrible.



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Honesty

3 Cheating

- Tell students to cover the text. Students answer the true and false questions, then discuss them in their groups.
- Read or dictate the text. Students check what they've heard or had dictated against the printed text and correct the true and false answers where necessary.
- Brainstorm students on ways that adults cheat (e.g. tax dodges, drugs for sports performance enhancement, politicians, infidelity, lying to their kids).

Thanks to David Barnes for his suggestions throughout this unit and the next unit.

4 Hippocratic Oath

Some fairly heavy discussion might come out of this exercise.

- Get students to cover the text and questions. Brainstorm them on what the Hippocratic Oath is and what kind of promises they imagine that doctors have to make. Then get them to read the text and to discuss the reasons behind the oaths and the consequent implications. NB Nowadays virtually no doctors take the oath.

Implications: **3** *This could initiate a discussion on Jehovah's witnesses.* **4** *euthanasia* **5** *abortion*

Before the Declaration of Geneva in 1948, the Hippocratic Oath used to read as follows:

I will prescribe regimen for the good of my patients and never do harm to anyone. To please no one will I prescribe a deadly drug, nor give advice which may cause his death. Into whatever house I enter I will go into it for the benefit of the sick, and will abstain from every voluntary act of mischief and corruption. Whatever in connection with my professional practice or not in connection with it, I see or hear in the lives of men which ought not to be spoken of abroad, I will not divulge, as reckoning that all such should be kept secret. While I continue to keep this oath inviolate, may it be granted me to enjoy life and the practice of the art, respected by all men in all times, but should I trespass and violate this oath, may the reverse be my lot.

Writing

- Promises are made to be broken. Discuss.

Honesty

3 Cheating

True or False?

You never cheated at school.

About 20% of children cheat at school.

More boys cheat than girls.

It is wrong to report on a cheat.

Have you ever copied someone else's answers in an exam or passed off someone else's term paper as your own original work? Sadly enough, if your reply is 'no', you are in a minority. Surveys have shown that about two thirds of children admitted cheating in school. Cheating is done more by males than females, and intelligence is unrelated (though those with below average grades cheat more than those with above average grades).

When you allow others to cheat without reporting their behaviour, your response is no different than the situation in which you stand idly by as a thief gets away with his or her crime. You may one day find yourself driving across a bridge designed by an individual who cheated on his engineering school exams, or you have a cavity filled by a dentist who was only able to pass dental school by copying the answers of a friend.

4 Hippocratic Oath

HIPPOCRATES WAS THE FOUNDER OF MODERN MEDICINE. HE WAS BORN ON THE ISLAND OF COS AROUND 460 BC, AND IS REGARDED AS THE MOST PROGRESSIVE PHYSICIAN OF ANCIENT TIMES. HE CREATED A CLEAR DISTINCTION BETWEEN WITCHCRAFT, RELIGION AND MEDICINE, AND A VERSION OF THE HIPPOCRATIC OATH DECLARED IN GENEVA IN 1948 IS BASED ON HIPPOCRATES' IDEAS.

Below are some of the promises that doctors have to make before entering their profession.

1 The health of my patient will be my first consideration.

2 I will not disclose any information that I see or hear in the lives of my patients. I will respect the secrets which are confided in me, even after the patient has died.

3 I will not permit consideration of religion, nationality, race, party politics or social standing to intervene between my duty and my patient.

4 I will not prescribe any deadly drug, nor give any advice that may cause my patient's death.

5 I will maintain the utmost respect for human life from the time of conception; even under threat, I will not use my medical knowledge contrary to the laws of humanity.

Ideas

Warm-up

- Get students to think of novel uses for three of the six things illustrated (TV remote control, zip, magnet, tennis racket, human being, rubber). They should try to extend their ideas beyond obvious uses: the remote control could obviously be used for switching other things off and on (including people we don't want to hear); the rubber could be used to cancel bad memories; an Austrian surgeon once sewed a zip into a man's stomach so that it was instantly accessible for internal dressings.

ⓘ Many books have been written containing exercises in which children or adults think of novel uses for everyday things (the most commonly used item for this exercise is probably a brick, others have been a paper clip, barrel, blanket, bucket, ladder, shoe). They are designed to test divergent and convergent thinkers. Convergent tests are typically IQ tests where there is only one possible answer; divergent tests require the examinee to think in an open-ended fashion, without examining one particular line of reasoning in detail. Scientists tend to be associated with convergent thinking, and artists with divergent thinking.

Listening

- Students hear about the origins of jeans. First brainstorm them with the following questions: **1** Why are jeans called jeans? **2** What is the name of the material used? **3** Where does this name come from? **4** Who invented jeans? **5** Who for? **6** What nationality was the inventor?
- Now get students to do the listening, and check their answers to the questions.

1 *After Strauss' wife Jean or may have derived from Genoa.* **2** *denim* **3** *serge de Nîmes cloth* **4** *Levi Strauss* **5** *lumberjacks etc.* **6** *German*

Levi Strauss was a poor young German immigrant who landed in New York in the 1840s in search of fortune. In 1850 he found himself caught up in the great Gold Rush in California. He had been informed in New York that canvas would fetch a good price from the gold miners, who needed it for tents and wagon covers. But on arrival in San Francisco, he met a miner who told them that he should have brought trousers instead, because none of the available ones could withstand the wear and tear down the mines. So Levi decided to use the canvas to make trousers instead. He soon gave up the idea of gold-digging and before long he had a thriving shop. The cloth he used was called 'serge de Nîmes', which the American salesmen quickly shortened to 'denims'.

'Levis' as they became known, were worn by prospectors, cowboys, farmers, lumberjacks, railroad construction men, oil drillers, and town people who wanted hard-wearing trousers. They were also known as 'blue jeans', and legend says that this name came about because Levi's wife, Jean, took a hand in shaping and sewing the trousers in the early days of the business. Another origin of the word 'jeans' is from the Italian town of Genoa, where the fabric for producing jeans was supposedly originally made.

1 Fixed ideas?

Consider the religious views of your students carefully before deciding to use this exercise.

- Brainstorm students on in what sense ideas can be considered as 'fixed'. Get them to think of some of their parents' and grandparents' fixed ideas, move the subject on to traditions and religious ideas. If suitable, compare fixed ideas in Britain (or wherever) and students' own countries.
- Pre-teach some legal vocabulary from the text. Students now read the text and answer true or false to the statements. Before they discuss their answers do the listening exercise (see below). In like-minded groups, ask them to think why other religions think in such a different way, and what problems this causes to world peace, harmony and understanding (wow!).

ⓘ The evolution controversy is still alive today. Various groups, including the Creationists (an offshoot of the Fundamentalists), actively campaign for the mandatory teaching of the Bible in schools in America. Incidentally, Darwin had a degree in theology.

Listening

- Students hear someone's views on this matter. This is designed to provoke some of the more narrow-minded (at least in my opinion). Students' task is to understand which questions **1**–**5** the speaker discusses and what he thinks about them.

1 *no, because he was teaching established scientific fact* **2** *parents have rights, for example whether their child should be taught religion or not.*

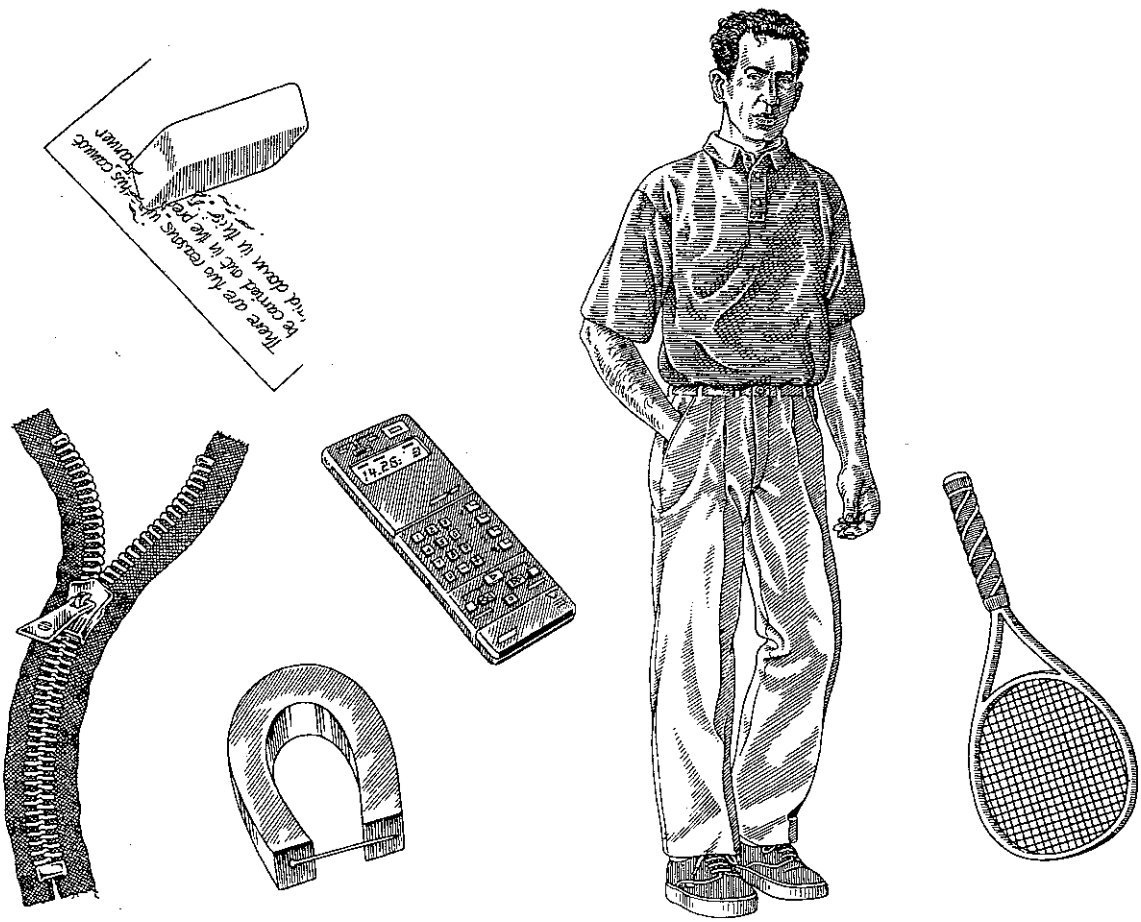
1 I think that in this case rather than the the science teacher being prosecuted I think the Fundamentalists should have been prosecuted. I think religious groups have no right at all to decide what can be taught in schools, and certainly not to tell teachers not to teach what is in fact established scientific evidence.

2 I do think that parents have a right to decide what their children are taught in schools. Personally, I don't want my child to be taught religion. I'd better amplify a little on that. I'm happy for my child to be to be taught religion but the religions of the world not just one particular religion. He lives in a Catholic country and I don't see why he should only hear the Catholic point of view.

Writing

- 'There is only one truth.' Discuss.

Ideas



1 Fixed ideas?

In 1925, an American science teacher, J. T. Scopes, was prosecuted for teaching Darwin's theory of evolution in a school in Tennessee. Scopes was found guilty. However, when the case went to appeal, he managed to avoid conviction on a technicality. Scopes had been brought to court by a group of Presbyterian Fundamentalists, whose church had considerable power in the state of Tennessee.

Fundamentalism is the name given to a Protestant religious movement in America founded at the beginning of the twentieth century. One of the basic 'Fundamentals' is that the Bible (both Old and New Testaments) is totally accurate and should therefore be interpreted literally. This is in direct contradiction with Darwin's teachings on creation, which state that man originated from the apes. This thesis subsequently became accepted scientific fact.

Fundamentalists also believe that the Second Coming of Jesus Christ is imminent; that Mary, Christ's mother, was a virgin; and that the dead will be physically resurrected. Many also believe in the existence of eternal hell.

Over the years this has led to anti-Communist activities, and campaigns against abortion, homosexuality, pornography and equal rights. Most Fundamentalists do not smoke or drink alcohol, and generally don't dance, or go to the cinema and theatre.

1 No one has the right to convict a teacher for teaching what they believe is scientific evidence, or indeed any other belief they have.

2 Parents should have no say in what their children are taught in schools.

3 Sacred texts are 100% accurate and should be interpreted literally.

4 Religious authorities have a duty to impose certain sexual restrictions on their members.

5 It is immoral to smoke, drink alcohol, dance, and go to the cinema and theatre.

2 Any ideas?

- In this exercise students have to draw a design for one or more of the machines. In groups, they should first decide which machines it would actually be feasible to create. When the 'impossible' machines have been eliminated, still in their groups students should then narrow their choice down to four. Each individual now makes a drawing of one of these four machines, but without specifying which, nor writing any explanations. They then show each other their drawings and have to guess what they are supposed to depict. They then explain how their machine works while the others make criticisms. You may wish to set the drawing part for homework, and then discuss the machines in the next lesson.

Writing

- Students write to the patents office putting forth their idea for one of the machines and explaining why it is so good.

3 Strange ideas?

- Students read the 'thinking' text. Brainstorm suggestions as to who the Papalagi might be. Give students the information below.

ⓘ Tuiavii, a wise man of a tribe from Samoa, travelled to Europe in the early 1900s, and came into contact with the habits of the 'Papalagi' – the white men. On his return to his native islands, he warned his people against the perverse attraction of Western life. Erich Scheurmann, an artist friend of Hermann Hesse, who was in Samoa to escape the horrors of the First World War, made a collection of Tuiavii's criticisms of the mistaken values of the Europeans, in a book. What we read there makes us question the whole quality of our lives, through the eyes of someone totally unaffected by the so-called progress of mankind. Scheurmann divided Tuiavii's insights into different sections, some of which are summarised on the student's pages. These passages are my very free translations of an Italian translation (*Stampa Alternativa*) of a German book.

- Before reading the two other extracts, ask students what they think a native of the tribe might say about 'things' and 'time' in the context of Western culture.
- Now, students read the passages and then discuss the ideas in them. Alternatively each student chooses one passage to read and then explains the ideas to someone who has read a different passage.

Writing

- Students imagine what Tuiavii might have said about newspapers and money. Imaginative students might even be able to write in Tuiavii's style.

2 Any ideas?

1 A means of learning more but studying less.

2 A machine to torture bad teachers.

3 A car for specific people: a painter, a rock musician, a man of religion, a prostitute.

4 A device for automatically doing your homework.

5 The school of the future.

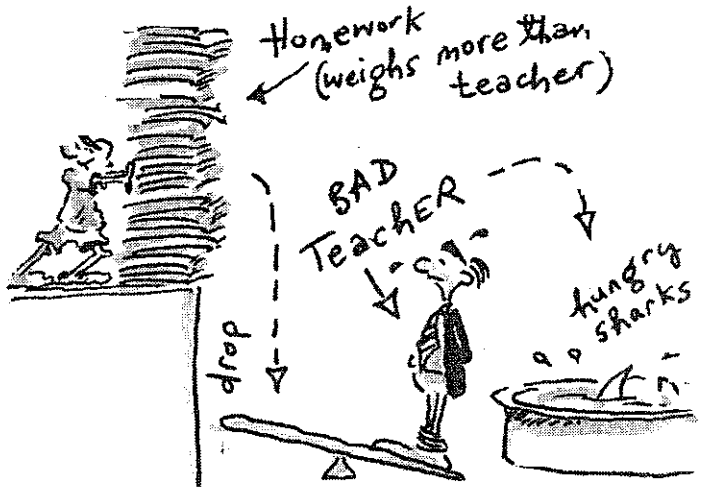
6 A language machine.

7 A machine to convert silence into gold.

8 A house specially designed for blind people.

9 A method of irrigation for desert areas.

10 A machine for making dreams come true.



3 Strange ideas?

THINKING

A Papalagi thinks the whole time, so much so that his head is the only part of his body that he uses. When the sun shines, he immediately thinks: 'How magnificently the sun is shining.' This is wrong, absolutely wrong, because when the sun shines it's much better not to think of anything at all. A wise Samoan just lies there under the sun and thinks of nothing, and lets his whole body soak in the sun, so that each part of his body becomes happy. When a white man sees a mountain he thinks 'I wonder what's on the other side', instead of admiring how beautiful the mountain is in itself. He thinks about what will happen to him when he dies, instead of living now.

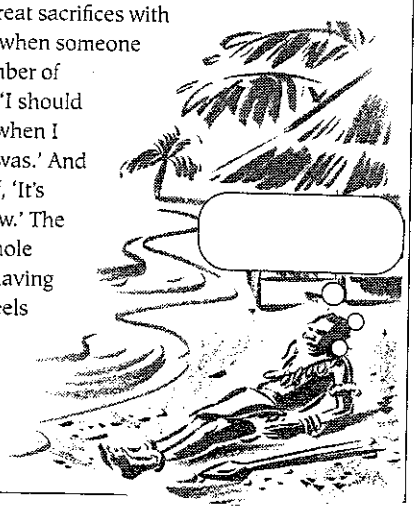
THINGS

If all the men in a Samoan village put all their things together, they wouldn't have as many things as the Papalagi have in one house. Some have so many things that they have to employ other people to spend their day tidying and dusting these things. There are men who kill themselves because they prefer to die rather than live without things. If they came to live in a Samoan hut, they wouldn't know what to do, they'd have to go into the forest and find things to fill the hut up. Their hands never stop moving – they have to be continually making things, and then making more things to put those things in, boxes inside boxes, inside boxes. I heard a Papalagi talking about our island: 'We've got to create needs for them.' And by needs he meant things. We've got to be on guard against the Papalagi, his words may seem like sweet bananas, but they're really poisoned arrows.

When a man says: 'This is my head and it doesn't belong to anyone else but me', we would all agree. But he also says 'This palm tree is mine' just because it happens to grow in front of his house. But the palm isn't his and never will be. It's God's. In our language we use the word 'lau' which means both mine and yours. For the Papalagi there is nothing more distinct than mine and yours. If you dare to touch one of his things outside his house he will call you a thief, and you will be tied up in chains. And think, even if a Papalagi has enough mats for a hundred people to sleep on, and food enough to fill his whole house, he doesn't go out and try to help people who have nowhere to sleep or nothing to eat.

TIME

The Papalagi never has enough time. He has even divided the day up, like we cut up a coconut. And all the parts have a name: seconds, minutes, hours. I've never been able to understand this system, and anyway there's no point thinking about such infantile things. When one of their time machines sounds, he says: 'Oh no, an hour has already gone by.' I don't really understand this obsession, I think it's a serious illness. There are Papalagi who say they never have time, and they run around as if they were possessed by the devil. They don't realise that the time is there if they want it. They even count how many moons there have been seen since someone was born, and they make great sacrifices with flowers and banquets, when someone has lived a certain number of moons. Many thought 'I should be ashamed of myself when I didn't know how old I was.' And I just thought to myself, 'It's much better not to know.' The Papalagi spends his whole time devising ways of having more time: he puts wheels under his feet, gives wings to his words. But in the end what does he do with his time?



Kindness

Warm-ups

- Ask students if they have ever given or would give any of the following to an unknown person: their blood, parts of their body, their sperm, their time, their money.

- How much money would students spend on: a wedding present for a close friend, a leaving present for a teacher, mother's birthday present, sister/brother's Christmas (or equivalent) present? The right amount of money will vary considerably from country to country.

1 Love thy neighbour

- Students read the text and answer question 1 as whole class activity. Ask students what they would have done in such situations. Then do the listening.

Listening

- Students hear some native speakers discussing the two situations. Students have to decide which explanations in question 2 a–f are mentioned, and if the speakers believe they are true or false.

a *T* **b** *T* **c** *T* **d** *not mentioned, but this is confirmed by the football example (the player in question was Cantona)* **e** *don't know, but probably not* **f** *T*

A I'm afraid I'm of the school that thinks that basically people are out for themselves and are rather cowardly. And I think in both cases that's proved by this story, I think you know, these stories, I mean first of all people, if you hear someone screaming in the middle of the night, and you think that sounds dangerous, you do nothing, you think I'm not going anywhere near that, so you want to protect yourself and that explains why people stand back and watch someone get killed in front of them. And and as for the man finding the money in the bottom of the box and giving it back, I think that's also fear, that's a fear of being caught.

B ... being caught. Yes, I think I tend to agree with that actually.

C But I thought that was in that situation there was no chance that he could get caught.

A But ... but, but it's not a rational thing, is it? You know. I mean (Oh that someone, somewhere), that someone, somewhere, that in fact they've done it to trap you.

C So there's no such thing as a noble motive in your opinion?

A I don't know. I think that people can, but then that may well be a sort of self promotional thing.

C I have an idea of why it might might happen, and that is that we're originally tribal, not individuals, and we've lost that, and we've become more and more and more individual, so there's nothing really to take care of that, but the yearning for it is shown in things like Live Aid, Mother Teresa, charities and so on. We want that to be fulfilled but we don't belong to any group, and it's in the big cities and so on that the really heartless behaviour seems to take place.

A I'm sure that being in cities is part of it, and certainly in the first story that must be a major part of it, the fact that you feel that there are, the institutions are already set up whereby people are going to be protected, the police will do something.

C You had an example of that football the attack of the footballer. (Yes) And what was the reaction of the people standing round, did they just ...?

A Nobody did anything. Yes. A footballer attacked the crowd, which was a very unusual situation and nobody, nobody did anything.

- Elicit some conditional constructions and any other useful vocabulary and encourage students to use these to discuss question 3.

Writing

- 'Charity begins at home.' Discuss.

2 Are you an altruist?

- Students do quiz individually and then predict what they think their partner would do in such situations. They then compare their predictions with their partner.

Writing

- Students write their own quiz and then ask partner their invented questions.

Kindness

1 Love thy neighbour

A young woman, called Kitty Genovese, was walking along the streets of a middle-class neighbourhood in New York at 3.00 am, when she was attacked. She screamed for help and managed to escape. A few minutes later her assailant caught her again and she continued screaming for half an hour whilst 38 neighbours watched transfixed from their windows and did nothing. They didn't even call the police. Kitty died of multiple stab wounds.

In another town in America, a man went to a garage sale and bought an old tool box for $15. At home when he opened it up, he found $5,500 hidden under some plates at the bottom of the box. He returned the money to the woman he'd bought the box from. ■

1 Which seems to be the strangest story – Kitty Genovese's or the man returning the money?

2 What do you think? True or False?

People did nothing to help Kitty because they:

(a) prefer to protect themselves rather than get involved and risk being killed.

(b) no longer have a group or tribal feeling which binds them together – we are all too individual and we always put ourselves first.

(c) convince themselves that there are already institutions in cities to deal with this kind of problem; they don't need to intervene because the police will intervene for them.

(d) basically selfish and just don't care about other people.

The man returned the box because:

(e) he was a noble altruist.

(f) he was simply afraid he might have been caught.

3 What would you do in the following situations?

(a) You see someone suspicious hanging around outside a neighbour's door.

(b) You see a teenager stealing some sweets from a shop? (And if it was a little old lady?)

(c) You see someone of a different colour skin being beaten up by four people of your colour skin.

(d) You see a mother violently beating her screaming child.

(e) You see some children teasing and taunting another child.

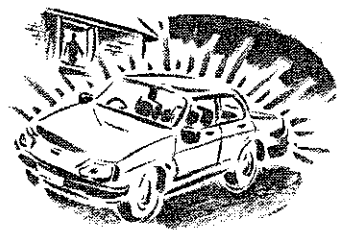
2 Are you an altruist?

1 You see an old lady struggling to cross the street with some heavy bags.
- a You ignore her, she should get herself a shopper's trolley.
- b You help her to cross.
- c You help her to cross and then offer to carry her bags home for her, even though she lives in the opposite direction.

2 At a party there's one more chocolate left on the plate.
- a You take it and eat it when no one's looking.
- b You offer it to the others first.
- c You insist that someone else have it, though your mouth is watering.

3 You run over a cat in your car/on your bike.
- a You carry on driving/riding.
- b You stop and knock at the presumed owner's door.
- c After calming down the owner you offer to take the cat to the vet.

4 A neighbour's car alarm goes off in the middle of the night.
- a You close the window and put your ear plugs in.
- b You ring the neighbour but do nothing more if there's no reply.
- c You rush round to investigate.



5 You are driving along a country road in the dead of night. A bedraggled person of unknown sex tries to flag you down.
- a It's probably some drunken maniac.
- b You drive past and feel terribly guilty that you didn't stop.
- c You stop immediately and give whatever assistance is needed.

Score: If the majority of your answers are As: You are thoroughly selfish, but definitely part of the great indifferent majority. Bs: You do your bit to help the world, though rather half-hearted. Cs: You're on a one-way ticket to heaven.

Kindness

3 Mother Teresa of Calcutta

- Elicit names of people who appear to be motivated by pure altruism. Elicit Mother Teresa. Find out how much students already know about her, encouraging them to talk about the aspects mentioned in the listening.

Listening

- Students hear a brief history of the life of Mother Teresa and answer some very simple questions.

Questions: **1** Where and when was she born? **2** Who was her father? **3** Where was her first missionary work? **4** When did she move to Calcutta? **5** When did she win the Nobel Peace Prize? **6** How many saris does she possess?

1 *Serbia, 1910* **2** *rich merchant* **3** *Ireland* **4** *1928* **5** *1979* **6** *two*

One person who no one could really accuse of having ulterior motives for helping others is Mother Teresa of Calcutta. She was born in Serbia in 1910. Her father was a rich merchant who gave generously to the church and fed the poor at his table. She did very well at school and spurred on by her father's example, she decided to become a missionary. She joined the Order of Loreto nuns in Ireland and then moved to Calcutta in 1928. She opened a house for the dying, another one for abandoned babies and established medical services for lepers. Later she opened centres around the world and as a result of this work won the Nobel Peace Prize in 1979. Since then her work in Calcutta has been interspersed with visits to various disaster victims around the world – from the Bhopal pollution victims to those of the Armenian earthquake. Her only possessions are two white saris, a bucket in which to wash and her devotional books.

- Students now look at the statements on their page and discuss whether the first statement is true of Mother Teresa. They then discuss the other statements. For statements **1** and **4** you could ask students to think of other well-known people who do charitable work, then lead the discussion on to how the media presents such people to us.

Not everyone sees Mother Teresa as a saintly figure. In 1995 a TV documentary suggested she had been receiving money from dubious sources.

Writing

- Students choose one of these titles: (a) If everyone spent one hour a day helping someone worse off than themselves, the world would be a better place. Discuss. (b) Every human being deserves a share of the world's resources. Discuss.

4 The Red Cross

- Before beginning exercise, brainstorm students on what the Red Cross is, and how and when it was founded. With a membership of 250,000,000 people, you might even have a member in your class.
- Students then read text. Brainstorm question **1** as a whole class activity. Then in groups they discuss question **2**.

2 a *Apart from wartime activities this is probably the most well-known form of aid that the Red Cross offers.*
b *These are money raising activities as the Red Cross is a self-financed charity.*
c *One of the tragedies of war and natural disasters is the separation of families. Using its worldwide network centred in Geneva the Red Cross is constantly striving to reunite families, no matter how long the separation. The British Red Cross, for example, manages to trace, on average, one person every day of the year.*
d *Again in war or natural disasters, many people are cut off from the families because normal communications have broken down. Relatives may be taken prisoner-of-war or moved to refugee camps or shelters. In these circumstances the Red Cross Message Service is often the only means for families to keep in touch.*
e *The Cosmetic Camouflage service aims to help people cope with disfigurement and blemishes, including scars, birthmarks and conditions such as vitiligo. The Red Cross also offers beauty care techniques for the blind. Volunteers demonstrate to women with impaired vision how to apply their make-up. The service is intended to give confidence to visually handicapped people, offer independence and provide an interest which can be shared with other women.*

Kindness

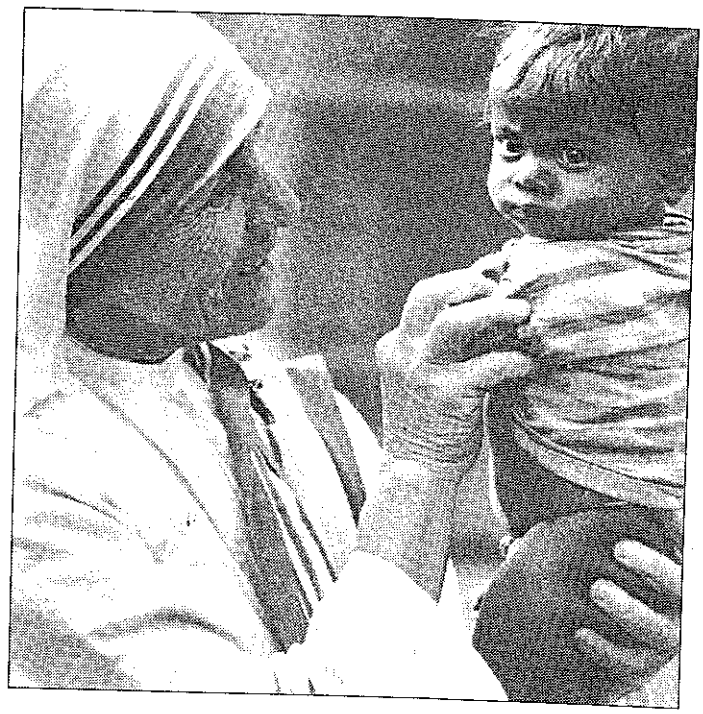
3 Mother Teresa of Calcutta

1 Nobody does something for nothing.

2 I would never give money to charity.

3 There's no point in giving money to beggars, they only spend it on alcohol.

4 Events like Band Aid are motivated by publicity rather than humanity.



4 The Red Cross

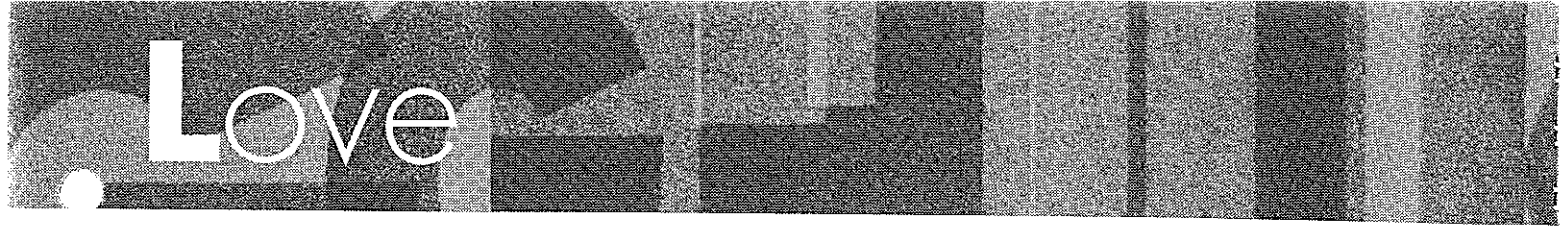
1 Why is it important that the Red Cross is a totally independent non-political organisation?

2 Which of the following services do you think the Red Cross offers and why does it offer them?
(a) First aid at sporting and public events.
(b) Working in shops, organising bazaars and car-boot sales.
(c) Tracing separated families.
(d) Message sending.
(e) Beauty care.

***In 1859** a young Swiss businessman saw something which was to change his life and influence the course of history. The young man was Henry Dunant who witnessed the carnage following the Battle of Solferino, in Italy. He was deeply moved by the dreadful suffering of the wounded from both sides who were left largely uncared for.*

This appalling scene was the birthplace of a magnificent human idea. Henry saw every country creating a body of trained volunteers who would care impartially for the wounded of all sides, protected by international agreement. His vision led directly to the founding of the Red Cross, the signing of the First Geneva Convention, and the adoption of the Red Cross, and later the Red Crescent, as an international symbol of protection.

Today the International Red Cross and Red Crescent Movement is the world's largest voluntary organisation, with a global membership close to 250,000,000, and a National Society in almost every country of the world.



Love

Warm-ups

- Brainstorm students on different types of love (not just for people, but for nations, places, things, activities) and different ways of showing love.

- Students write a list of three things they love and hate doing. They then read their list to their partner who has to guess if it's love or hate.

1 The things we do for love

- Students read the text (fictional). Then ask them to read and tick the items **1–7** that they themselves would do for love. Then proceed to the listening.

Listening

- Students hear two friends talking about what they would do for love in relation to the questions that students have just answered. Their task is to understand which of questions **1–7** are asked and whether the answer is yes or no.

4 *yes* **2** *no* **1** *no*

- Get class feedback to find out if any students were prepared to do all the things for love.

A Laurelie. It seems incredible that you've been with Pete for five years.

B Can you believe it?

A Yes, I know. Well, I remember you always used to say that you would do anything for him, absolutely anything, now do you still think so?

B Those were the early days, you always say things like that.

A Exactly, but I'm asking you now, five years on, would you do anything for him?

B No, not anything obviously, there are things I wouldn't do, one just the other night, I said 'forget it'. Like what? Like what? Give me an example.

A OK right, now let's think. Now, if um, OK, say he was wanted by the police, would you lie to protect him?

B Ooh, it'd depend on the crime I think. If it was a traffic ticket, probably. But no, ooh. Yes, I probably would actually even if it was a serious one – isn't that terrible? I just realised that about myself. Yes, I probably would, unless, of course, he did something to me.

A Right. OK, well we'll leave that one. What about career, would you give up your career, if he wanted you to give up your job would you do that?

B No, why could he possibly want me to give it up?

A Well, I don't know, say if he was feeling threatened by your success or something like that.

B No, absolutely not.

A But he might be (yes he might be), what if he really wanted you to give up your career would you?

B Of course not. Not for that reason no, because that would break us up eventually because of the resentment, I wouldn't ask him to give up his career, unless he changed careers and I don't know, (OK OK) became a hit man or something.

A What about if he, say if he found a new religion or something, that he was completely obsessed with and he wanted you to convert to that religion, would you do that for him?

B He's a good Catholic boy I somehow can't see that happening. You mean like some cult or something? That I think would be the beginning of the end. If someone's obsessive about religion I think that there's only room for that.

A But if you loved him? And that was part of him.

B I'd let him go to his god.

2 Marriage contracts

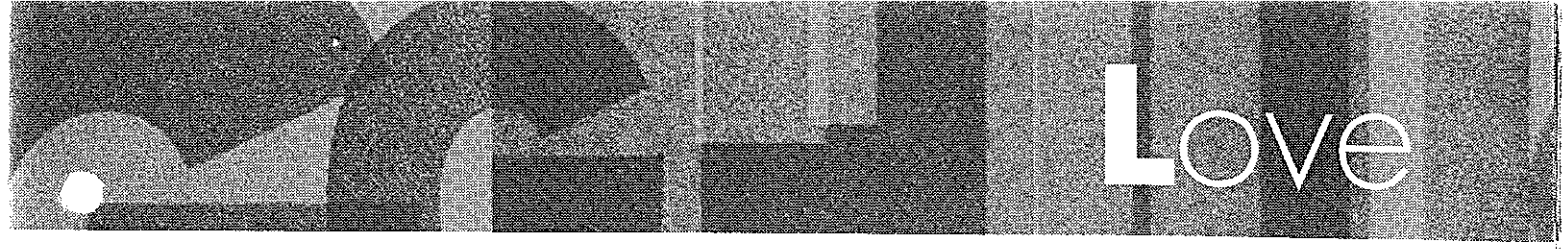
- Do the **The things we do for love** section first.
- Listen to the extract and brainstorm students on what a marriage contract might be and what clauses might be in it. Finally, students read the passage for confirmation of what came up during the class discussion.

B If I ever got married I think I'd have to have some kind of a pre-nuptial agreement written up.

A What do you mean?

B You know, a pre-nuptial agreement, well, a kind of a marriage contract where both partners would have to stipulate exactly what they were prepared to give up for the other one and how far they were prepared to go...

ⓘ A number of famous people have or have had marriage contracts – Henry VIII, Mick Jagger (with Bianca), Aristotle Onassis with Jackie Kennedy. This practice is also quite common with modern French couples.



Love

1 The things we do for love

Some people,
it seems,
would do just

anything for their loved one...

Roberto Filippi, a 27-year-old Italian man, became obsessed by a girl he saw on the Milan metro. Everyday as he took the 8.23 train to the Duomo, Roberto watched his loved one from a distance, until one day he found the courage to present her with some flowers on the return train back to the suburbs.

She appreciated the gesture and they were soon going out together. It wasn't long before she, Lorella, moved town, and of course Roberto had to give up his job to follow her.

Then it was election time, and Lorella managed to persuade Roberto, a lifelong communist, to vote against his instincts, for a neo-Fascist party. Soon after that, Lorella was arrested for a suspected racial attack, but she got Roberto to swear in court that she had in fact been with him on the night in question. A few months later, to escape another prosecution, Lorella left for the United States, and naturally, like a faithful dog, Roberto followed her. In America, Lorella quickly became involved in a satanic cult. When Lorella asked Roberto if he'd be prepared to act as a human sacrifice, for the first time in their relationship he managed to say 'no'.

So, what would you do for your loved one? Would you

1. change your religion?
2. give up your career?
3. emigrate?
4. tell a lie to the police to protect him/her?
5. give up your friends?
6. break all ties with your family?
7. vote against your conscience in a political election?

2 Marriage contracts

It is becoming increasingly common for couples about to be married to sign a pre-nuptial agreement. This agreement is drawn up by lawyers and is aimed at avoiding possible disagreements during the marriage and to avoid contention during a possible divorce. The couples individually stipulate what they feel is important in terms of day-to-day living, such as how much money should be spent on food, going out, hobbies etc.; how domestic responsibilities should be divided up e.g. who does the cooking, who cleans the bathroom; who looks after the children; and whether it is possible for partners to take separate holidays. Having such a contract means that if such an issue should arise then at least there's a good basis for a reasonable discussion. The divorce clauses basically deal with who gets what should the marriage not work out.

Love

3 Are you a good lover?

- Students answer true or false to the questions and discuss them in groups.
- They then discuss different attitudes to love deciding which questions indicate (a) a romantic approach to love (b) a realistic approach and (c) a cynical approach. This should enable them to write a score/analysis for the test. Finally, they can compare their analyses with those of other groups.

Writing

- Students choose one of these titles: (a) It is better to have loved and lost than never to have loved at all. Discuss. (b) All is fair in love and war. Discuss.

4 A kiss is just a kiss?

- Brainstorm students on how they give formal kisses in their country, i.e. where on the face, how many times, and what it means. Students then read the text and discuss statements.

ⓘ The article says people kiss twice in France, but a lot of French actually kiss three times.

3 Are you a good lover?

1 *Love* is an art which needs to be learned if it is to be practised well.

2 You can *love* someone too much.

3 A man and woman can be really good friends without being in *love*.

4 Women have deeper relationships with same-sex friends than men.

5 Men are more attracted to women who are hard to get.

6 Women should never make the first move.

7 You cannot be truly in *love* with two people at the same time.

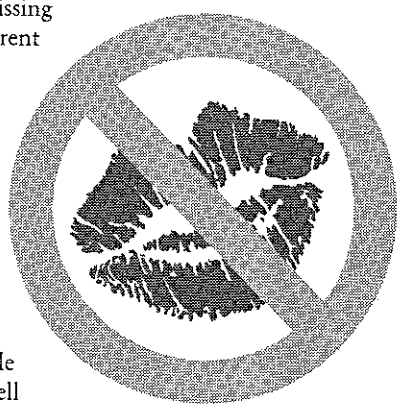
8 You should only have eyes for your *lover*.

9 It is impossible to *love* and be wise.

10 *Love* can never be forever.

4 A kiss is just a kiss?

While the language of love-making may be universal when two people are from the same culture, the act of kissing can mean very different things in different parts of the world.



In China for example, kissing someone in public is seen as unhygienic and repulsive. In Japan, it may be tolerated, but only if the couple stand with bodies well apart and lips shut tight. And the Inuits of Alaska wouldn't dream of doing anything more oral than rubbing noses – not out of any moral scruples but because Inuit women tend to use their mouths for more everyday tasks such as cleaning oil lamps and chewing animal hides to soften them up.

Even if your intentions aren't amorous, you can still run into trouble. Many a foreigner has come unstuck when greeting a friend who is Dutch (mandatory three cheek-pecks) or French (two only).

1 Men kissing each other is disgusting.

2 Shaking hands is the best way to greet someone.

3 Kissing relatives is always embarrassing.

4 Scenes from films which show lovers kissing should be cut.

5 Couples should not be allowed to kiss in the street, on the bus, at the cinema, at school, at work.

Money

Warm-ups

- In a mixed nationality class, ask students to bring in coins and notes from their countries. Students then compare their currencies and try to set the parameters for ideal coins and notes. Factors involved: **1** notes: number of denominations + related colour and differences; aesthetics, size **2** coins: shape, weight, size, aesthetics, help for the blind

- Students imagine they have been given £1m to be spent in a specific way. In groups they prepare a project. Possible tasks: to improve their town (in monolingual classes); to design and build a dream house; to start their own business; to invent a new machine; to spend it all in a week without buying anything. If each group is given the same task they can then compare their solutions.

1 Money makes the world go around

Listening

- Students listen to a short history of the uses of, and alternatives to, money. Their task is to decide which of the pictures of alternatives to money on their page are mentioned. They should also understand how money has been used not only as a method of payment.

Really, anything which is accepted can be used as money, and many items over the centuries have served this purpose. American Indians have used beads made from shells; in India, cowrie shells, and in the Fiji islands, whale teeth; the early colonists of North America utilised tobacco; cigarettes and liquor were used after the Second World War in Germany, and some southern Europeans used sweets as small change. Today, in some holiday camps plastic beads made into bracelets and necklaces are used instead of money; and tokens are of course a common substitute in slot machines.

The wide use of cattle in primitive times survives in the word 'pecuniary' from the Latin 'pecus' meaning cattle; and the word 'salary' reminds us of how the Roman soldiers used to be paid in salt. Coins began to be employed on a regular basis in the seventh century in a Greek state in Asia Minor. Originally they were very heavy and were made of a mixture of silver and gold. In this period coins were also used to spread propaganda about the power of the ruler whose head was shown on the face of the coin. Coins were also used as amulets and for decorative purposes. The use of paper money only began about 200 years ago.

- On the basis of the information in the listening, in small groups, students then answer question **1**.

Possible disadvantages of some of the alternatives: deterioration, transportation difficulties, difficult to split up, impossible to accumulate (i.e. no savings), not scarce enough

- Then brainstorm the whole class on questions **2** and **3**. Alternatively, in groups, students think of as many consequences as possible in five minutes. See which group can provide the longest list. Ask students how they would pay for their English lessons, i.e. what they could offer in exchange. One advantage of bartering is that it avoids inflation, and it might be a little more difficult to amass great wealth.

2 Will you ever be rich?

- Before doing the quiz, brainstorm students on the following questions: How do people get rich? Who deserves to be rich? What do the rich do? How does money affect and change people?
- Students now do the quiz and discuss their answers, inventing (if they wish) their own scoring system. Then get them to write three more questions to ask other members of the class (either in their group or by walking round the classroom). In a whole class activity students vote on the best questions.

Writing

- Students discuss one of the following titles: (a) 'Money is the root of all evil.' (b) Would you rather be rich and stupid, or poor and intelligent?

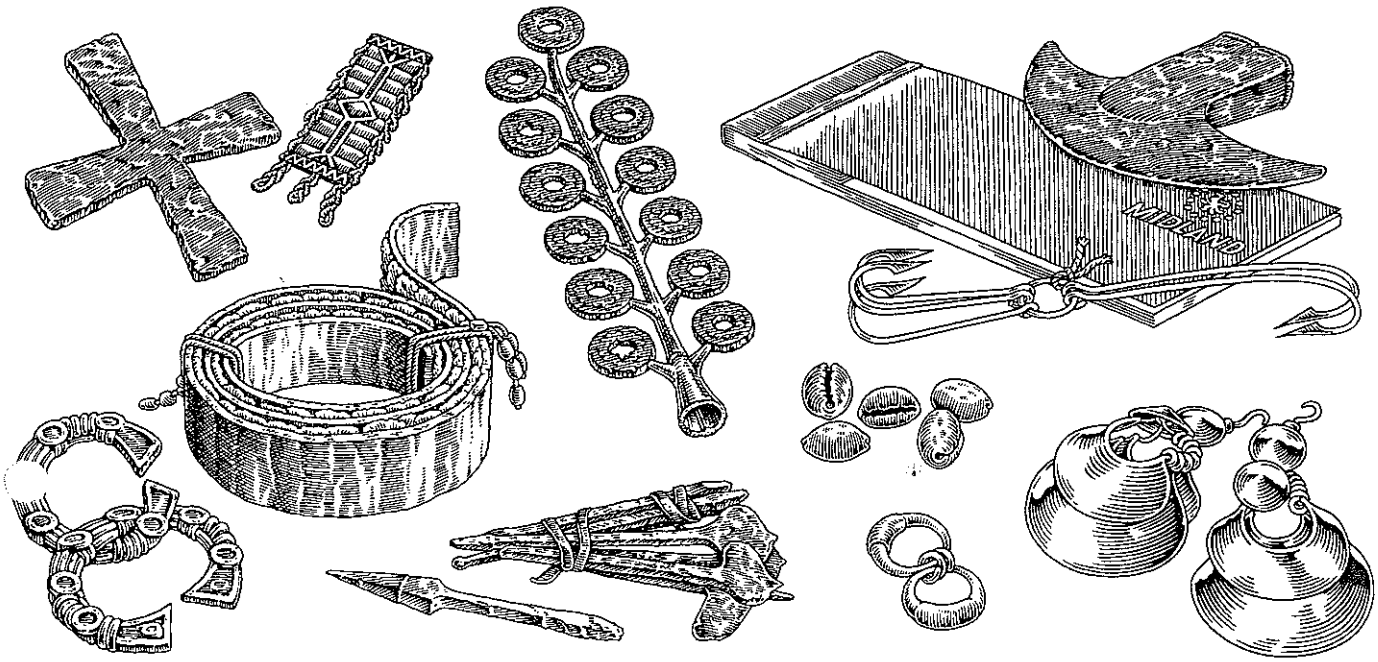
Listening

- Students listen to a totally over-the-top woman being interviewed on how she became so fantastically rich and answer these questions.
(The tapescript is on page 58.)
Questions: **1** True or false? Dolores was born in the USA **2** T or F? D enjoys swimming in champagne. **3** How many times has she been married? Is she married now? **4** T or F? Dolores' first husband was 60 years older than her. **5** T or F? Many newspapers have had to give Dolores a lot of money for printing supposedly libellous stories about her. **6** What other methods has Dolores used to get money? **7** What is her dream?

1*F* **2***T* **3** *eight times, not currently married* **4***F* **5***T* **6** *fires, husbands' life insurances, insurance on jewellery* **7** *to rob a bank*

Money

1 Money makes the world go around



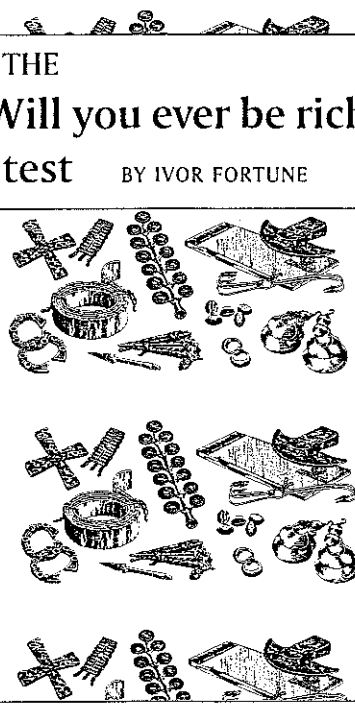
1 What are the advantages and disadvantages of some of the alternatives to our idea of money mentioned in the listening exercise and of those shown in the pictures above?

2 What would be the consequence of a world without money? Would there be no poverty?

3 What are the advantages of using a bartering system?

2 Will you ever be rich?

THE
Will you ever be rich?' test
BY IVOR FORTUNE



1 Someone asks you to lend them $5. Do you ...
   (a) refuse?
   (b) lend them the $5?
   (c) lend them $50, as they are more likely to remember to pay you back?

2 After one week, they haven't returned your $5. Do you ...
   (a) bring the matter up casually in conversation?
   (b) demand your money back?
   (c) forget it?
   ... And what would you do if it was a book instead of money?

3 You win $1m in a lottery. Do you ...
   (a) invest it?
   (b) give most of it to charity?
   (c) go on a spending spree?

4 You find a wallet full of dollars. Do you ...
   (a) hand it in to the police?
   (b) if possible, contact the owner?
   (c) pocket the money?

5 You haven't had a raise in salary/pocket money etc. for a long time. Do you ...
   (a) confront your boss/parents?
   (b) make gentle hints?
   (c) wait for them to bring the subject up?

3 Everyone has their price

- Students discuss what money can't buy. Possible contenders (some of which obviously can be bought): health, children, happiness, youth, a clear conscience, other people's love and feelings, freedom. Students now discuss the questions.

Alternatively, show Robert Redford's $1m question in the film *Indecent Proposal*. You may like to invent a whole range of related questions with the right kind of group, but be careful not to offend anyone.

4 Backhanders

- Do this as a whole class exercise. It could lead to a discussion on political corruption.

5 Your money

- Students fill in the grid and discuss their percentages with their partner. Tell students that there is no need for the percentages to add up to exactly 100 per cent, but merely to be a rough indication of how they spend their money.
- In multilingual classes this might lead to a discussion on spending and saving habits around the world.

Tapescript for **2 Will you ever be rich?**

P = presenter I = interviewer D = Dolores

P Good evening and welcome to 'Mind Your Pennies'. In tonight's edition we'll be talking to a farmer whose hens lay golden eggs, and to a child whose tooth fairy apparently left him 10 million dollars under his pillow. But first, the woman women love to hate, Dolores Mint, is going to give us some hints on how to become rich without working. For the few who don't know, Dolores 'Dollar' Mint was born in poverty in a small town on the Mexican border. Her determination to survive led her to cross the border at the age of 13 and to work her way up to Hollywood. Now, recently widowed for the eighth time, we went to visit Dolores by the side of her champagne-filled swimming pool.

I Dolores you are now quoted in Fortune magazine as being America's tenth richest lady. How did you achieve this?

D Well of course I picked my men right. They were all very wealthy and, well, extremely old.

I If I remember right, your first husband was more than sixty years older than you.

D I was 16, he was 60, so no, not exactly. Actually he was relatively young. But the others, well, they've all been like what you'd call senior citizens, who have had this nasty habit of dying or divorcing me soon after I married them.

I But marrying the right men hasn't been your only source of income has it?

D Many of my marriages, or more my divorces I should say, and of course the sudden deaths, have attracted a lot of publicity, and newspapers have said the most libellous things, suggesting that I only married them for their money, and that I even murdered some of them.

I Whatever could possibly have made them think that?

D I just don't know. But the fact is I've made a fortune in suing people and in various libel suits. I've also had some fun with insurance companies.

I In what sense?

D Well my husbands have always given me very expensive jewels, which I just have this terrible habit of losing, and then when the insurance money comes, they just miraculously reappear.

I And then of course there's the fires.

D Yes, well let's not go into that. There have only been three and to be honest the compensation was minimal, but my husbands' life insurances have come in handy.

I I'm sure. Well thank you very much Dolores – it's all been most enlightening and I'm sure you've given our listeners some food for thought. But before you go there's just one question I'd like to ask – with the fantastic life you've led, with all the famous people you've met, is there anything you haven't done that you'd just love to do?

D Yes, rob a bank.

3 Everyone has their price

What would you do for the right price and assuming that you really needed the money?

1 Disclose confidential company secrets.
2 Testify falsely in court while under oath.
3 Try out a drug being experimented by a pharmaceutical company.
4 Donate unnecessary parts of your body to an unknown patient.
5 Kill someone you'd never met and who you were convinced was dangerous.

4 Backhanders

Would you try and bribe someone for money in any of the following circumstances?

1 The waiter to get you and your wonderful new partner the best table in the restaurant.
2 Your teacher to let you see an examination paper in advance.
3 The tax inspector so that you don't have to pay huge amounts of taxes.
4 A personnel manager to give you a job.
5 The police to avoid a speeding fine.

5 Your money

What proportion of your income do you allocate to the following? Try and give a rough percentage, e.g. 0%, 5%, 15%, 25+%.

	%		%		%
books		gambling		music + videos	
car/travel expenses		hairdressers, beautician, etc.		rent/mortgage	
care/support for family members		holidays		savings	
cinema and concerts		household bills		services of other people (cleaners, gardeners, etc.)	
clothes		insurance			
food		medical		sport + fitness	

1 What things would you like to spend more/less on?
2 What's the most expensive thing you've bought recently?
3 What thing do you most regret having bought?
4 Are you saving up to buy anything in particular?
5 How have your spending habits changed over the last ten years?
6 Is talking about money a taboo subject in your country?